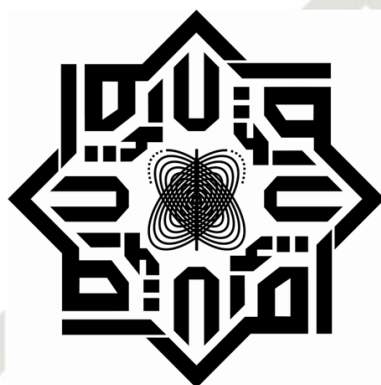


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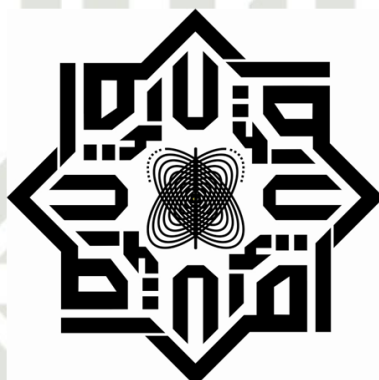
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AN ANALYSIS OF STUDENTS' MORPHOLOGICAL AWARENESS IN READING COMPREHENSION AT MAN 1 PEKANBARU

Thesis

Submitted as Partial Fulfillment of the Requirements
for Getting Undergraduate Degree in English Education
(S.Pd.)



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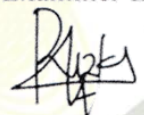
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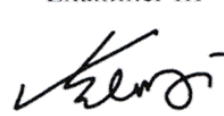
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Finally, the researcher really realizes that there are many weaknesses in the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

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ABSTRACT

Aimul Prayuda (2021): An Analysis of Students' Morphological Awareness in Reading Comprehension at MAN 1 Pekanbaru.

The purpose of this research is to investigate the students' morphological awareness in reading comprehension at the tenth grade especially science class of MAN 1 Pekanbaru. There were 40 samples by using the quota sampling technique. This research approach was a descriptive quantitative method. In collecting the data, the researcher distributed of tests; morphological awareness test and morphological awareness in reading comprehension test. The morphological awareness test consists of 25 questions. While the morphological awareness test in reading comprehension was analyzed the words by separating the word into some morphemes based on the descriptive text. The researcher used SPSS 25.0 to analyze the data. The result of this research shows that compared r value to r table. the r table at the significant level of 5% is 0.312 ($d = N - 2 = 38$). The r value of each item should be higher than the r table to be considered as a valid question. In conclusion, the students' morphological awareness at MAN 1 Pekanbaru is categorized in good level.

Keywords: *Analysis, Morphological Awareness, Reading Comprehension.*

ABSTRAK

Aimul Prayuda (2021): Analisis Kesadaran Morfologi Siswa dalam Pemahaman Membaca di MAN 1 Pekanbaru.

Tujuan dari penelitian ini adalah untuk mengetahui kesadaran morfologi siswa dalam pemahaman membaca di kelas X khususnya kelas IPA MAN 1 Pekanbaru. Jumlah sampel sebanyak 40 orang dengan menggunakan teknik *quota sampling*. Pendekatan penelitian ini adalah metode deskriptif kuantitatif. Dalam mengumpulkan data, peneliti membagikan tes; tes kesadaran morfologis dan tes kesadaran morfologi dalam tes pemahaman bacaan. Tes kesadaran morfologi terdiri dari 25 soal. Sedangkan tes kesadaran morfologi dalam pemahaman bacaan menganalisis kata-kata dengan memisahkan kata menjadi beberapa morfem berdasarkan teks deskriptif. Peneliti menggunakan SPSS 25.0 untuk menganalisis data. Hasil penelitian menunjukkan bahwa r nilai dibandingkan dengan r tabel. r tabel pada taraf signifikan 5% adalah 0,312 ($d = N-2 = 38$). Nilai r setiap item harus lebih tinggi dari r tabel agar dapat dianggap sebagai pertanyaan yang valid. Kesimpulannya, kesadaran morfologi siswa dalam pemahaman membaca di MAN 1 Pekanbaru termasuk dalam kategori baik.

Kata Kunci: Analisis, Kesadaran Morfologi, Pemahaman Membaca.

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ملخص

أيمول فرايودا، (٢٠٢١): تحليل وعي التلاميذ الصرفي في فهم المقروء بالمدرسة الثانوية الإسلامية الحكومية ١ بكنبارو

هذا البحث يهدف إلى معرفة وعي التلاميذ الصرفي في فهم المقروء في الفصل العاشر وخاصة فصل قسم العلوم الطبيعية بالمدرسة الثانوية الإسلامية الحكومية ١ بكنبارو وعدد عيناته ٤٠ تلميذا، حصل عليهم الباحث من خلال أسلوب أخذ العينة العشوائية البسيطة. وطريقة مستخدمة فيه طريقة البحث الكمية الوصفية. وجمع البيانات قام بها الباحث بتوزيع الاختبار؛ اختبار الوعي الصرفي واختبار الوعي الصرفي في اختبار فهم المقروء. فاختبار الوعي الصرفي يتكون من ٢٤ سؤالاً. واختبار الوعي الصرفي في اختبار فهم المقروء يكون بشكل تحليل الكلمات عن طريق فصل الكلمات إلى عدة صيغ بناء على نص وصفي. واستخدم الباحث برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٥،٠ لتحليل البيانات. ونتيجة البحث دلت على أن قيمة r تم مقارنتها مع جدول r . فقيمة جدول r في مستوى دلالة ٥٪ $(d = N - 2 = 38)$. ويجب أن تكون قيمة r لكل عنصر أعلى من جدول r حتى يتم اعتبارها بيانا صالحا.  وعي التلاميذ الصرفي في فهم المقروء بالمدرسة الثانوية الإسلامية الحكومية ١ بكنبارو يكون في فئة جيدة.

الكلمات الأساسية: تحليل، وعي صرفي، فهم المقروء.

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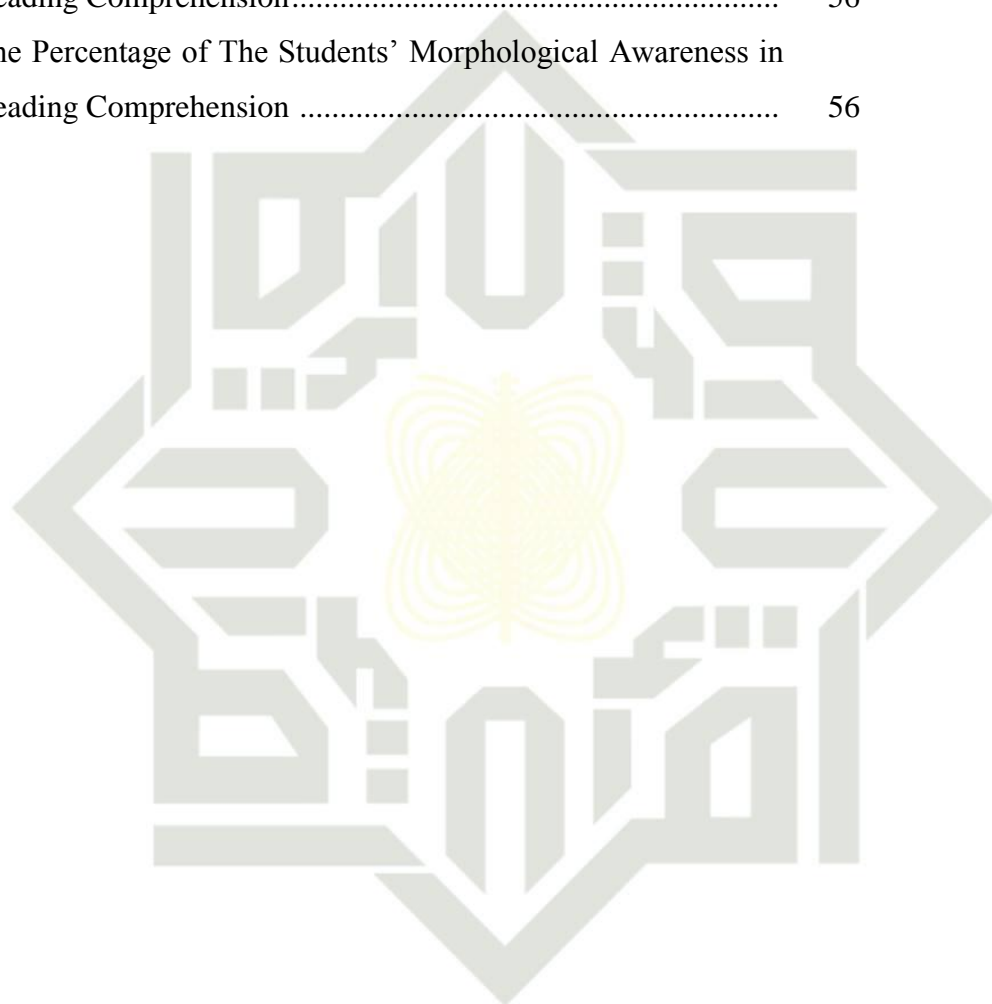
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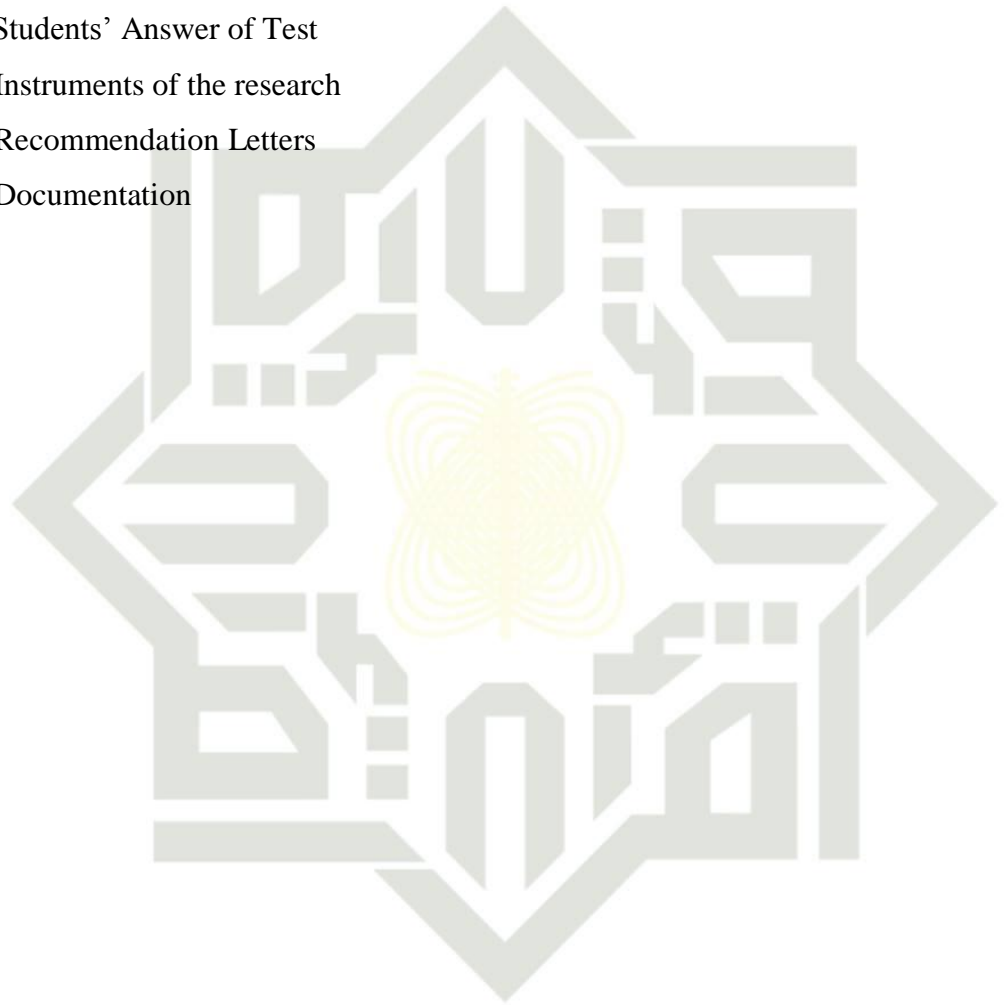


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CHAPTER I

INTRODUCTION

A. Background of the Problem

Morphological awareness means important thing when you use morphemes to state the meaning in reading text. When you read sentences of texts, you need to think about the morphemes in words. According to Chang at al. (2005), when the students have the awareness to access the meaning of word and structure of morphemes in connection word it called as the morphological awareness. Obtaining the meaning of the text and comprehending it are important to get the main point of the text, which are two components relate to the reading process. Therefore, the readers could develop new meanings and their comprehension by doing process into unfamiliar lexical items from morphemes (Kuo & Anderson, 2006).

To put it another way, morphological awareness is the ability to identify and manipulate morphemes. According to Carlisle (1995), to help the students in understanding the text they could analyze morphemes by considering it to understand more vocabularies. Supported by Nagy, Beminger, Abbott, and Vaughan (2003), the role of morphological awareness can enable the readers to read longer words more accurately and fluently in reading comprehension. It refers to the students' knowledge about morphologically complex words and their ability to form new meanings out of words. In addition, an understanding that prefixes and suffixes can be added or taken away to change the meaning of words refers to morphological

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awareness. (Ebbers, 2017), Morphological awareness refers to understand about words can be separated into smaller units of meaning such as the roots, the prefixes and the suffixes. It has appeared as a necessary contributor on their ability to read and understand the words.

To put it simply, the potential of the students in morphological awareness was still lack, it proven from their performance in recognizing and controlling the morpheme. It refers to the students' comprehension of morphologically complex terms and their ability to develop new meaning of word. The students are taught to disassemble complex words into morphemes through morphological awareness (e.g. unhappiness = un + happy + ness), to learn the meaning of roots, prefixes, and affixes (un- = prefix meaning not, happy = feeling or showing pleasure, -ness= forming nouns from adjectives), and to reassemble the meaningful parts into words with new meanings (uneasiness, unfairness, uncertainty). This disassembling–reassembling process is called morphological analysis. The morphemes have two components of word, they are free morpheme and bound morpheme.

In the line with the ideas above, morphological awareness is awareness of word meaning and word structure in reading comprehension. However, there are limited researches describing students morphological awareness in Indonesian context like Zulfadli et al (2019) At the level of second-grade students from SMA (Senior High School) research on the Morphological Awareness and Its Correlation with EFL Reading Comprehension of Senior High School The results of this researcher was a significant relationship

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between morphological awareness and reading comprehension. Similarly, with research of Kinanti, et al entitled The Relationship between Students' Morphological Awareness and Their Reading Comprehension who has hold the second-grade student from SMAN 15 Bandar Lampung as the subject of the research. It found that morphological awareness influenced 51.5% toward reading comprehension and concluded that morphology can be applied as strategy of increasing students' reading comprehension. Andi Rizki Fauzi (2015) has conducted research for 24 students at University of Pasir Pengaraian. In this study, the researcher was aimed to know the ability of students in word formation analysis of reading text and to find out what their difficulties were.

Reading activity means to act of looking for and getting the meaning from written symbols collection. You use your eyes to obtain written symbols (letters, punctuation marks and spaces) when you read words and you use our brain to translate them into sentences, phrases and paragraphs that express something to us. Besides, Reading refers to extraordinary achievement when components that need to be mastered are taken into consideration and the number of levels (Graesser, 2007; Shang, 2010). According to Grabe (2009), "reading is a strategic process in that a number of the skills and processes are needed on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals". Thus, to help students become expert, or more

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strategic readers reading instruction should be important goal (Janzen & Stoller, 1998). When you read the text, the reader needs to comprehend the meaning of the text, namely reading comprehension. There are several kinds of reading text such as Narrative text, Descriptive text, Recount text, Report text, and Procedure text.

Descriptive text is a kind of reading text, it is a text which lists the characteristics of something. Mostly descriptive texts depict or describe the image of a certain person, animal, things, and location or place. The basic competence about descriptive text is the students are able to capture the contextual meaning related to social functions, structure, and linguistic elements of descriptive text, oral and written, short and simple related to tourist attractions and historical building. Furthermore, explanations and examples of this descriptive text can help students who is or still a long journey to learn. The learning goal of descriptive text is the students are expected be able to use adjective in the text. Descriptive texts contain words which contains English morphemes, for example She is beautiful. Word of "beautiful", "ful" is a part of suffix.

MAN 1 Pekanbaru is one of the schools in Pekanbaru as a formal institution, this school also presents English as one of the subjects. English subject is taught twice a week with duration 45 minutes each meeting. It means that the students have to learn English for 180 minutes in a week. In the syllabus 10th grade of MAN 1 Pekanbaru, this school uses K13 Curriculum that provides reading comprehension as one of English materials that must be taught and learned.

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Based on the preliminary study in MAN 1 Pekanbaru especially the tenth grade of science class, the researcher was found that students faced many difficulties in learning English because English is not their first language, whereas most of them like learning English based on their favorite topic learnt. On the other side, some students do not master reading comprehension. It can be seen from the interview with the teacher in the preliminary research.

However, reading comprehension is an important skill that should be mastered by students, although there are some of students have low willingness in learning reading text. While the teachers' problem when teaching and learning process is some of them still not focused in the learning process, the capacity in the classroom has overcapacity, so the students feel uncomfortable when the teacher teaches in English version. As a result, they kept asking the teacher to translate the question into their mother tongue. Another difficulty that is lack of vocabularies, when the teacher asks to students about the meaning word, the students would only understand the meaning of the basic words, even though the word has been changed into a morpheme. For example, some of students do not know the difference between beautiful and beauty. when "beauty" is a form of noun which means *kecantikan*, then beautiful is a form of adjective.

Based on the explanation above, the researcher assume that morphological awareness can help students to improve their reading comprehension. Therefore, the research interested in conducting entitled “**An Analysis of Students’ Morphological Awareness in Reading Comprehension at MAN 1 Pekanbaru**”.

B. Problem of the Research

1. Identification of the Problem

The statements of problem that the researcher is going to analyze are as follows:

- Some of the students are not able to be aware of morphological awareness, so that they have difficulties to get meaning of word in dictionary.
- Some of the students are not able to manipulate the morphological structure of word, while actually they use it unconsciously.
- Some of the students are not able to identify the meaning of text reading, because they lack of vocabulary.

2. Limitation of the Problem

After identifying the problems stated above, the researcher needs to limit and focus the problem of this research on analyzing students' morphological awareness in reading comprehension of descriptive text on Affixes at the tenth grade of science class in MAN 1 Pekanbaru.

3. Formulation of the Problem

The problem of this research is formulated in following research questions:

- How is the morphological awareness of students at the tenth grade of science class in MAN 1 Pekanbaru?
- How is the morphological awareness of students in reading comprehension of Descriptive text at the tenth grade of science class in MAN 1 Pekanbaru?

C. Objective and Significant of the Research

1. Objective of the Research

- a. To know the students' morphological awareness at the tenth grade of science class in MAN 1 Pekanbaru
- b. To know the students' morphological awareness in reading comprehension at the tenth grade of science class MAN 1 Pekanbaru

2. Significant of the Research

- a. Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. This research finding is also expected to be useful and valuable, especially for students and teachers at tenth grade of science class in MAN 1 Pekanbaru.
- c. Besides, this research finding is also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign language.
- d. Finally, this research finding is also expected to be practical and theoretical information to development of theories on language teaching of word then they may overcome the difficulties in reading comprehension by getting aware of the morphological side of a text which they read.

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D. The Reason of Choosing the Tittle

1. The title of this research is relevant with the writer's status as a student of English Education Department.
2. The title of the research is not yet investigated by another previous researcher.
3. The location of the research facilitates researcher in conducting the research.

E. The Definition of the Terms

To avoid misunderstanding and misinterpretation, it is necessary to define the term use as follows:

1. Analysis

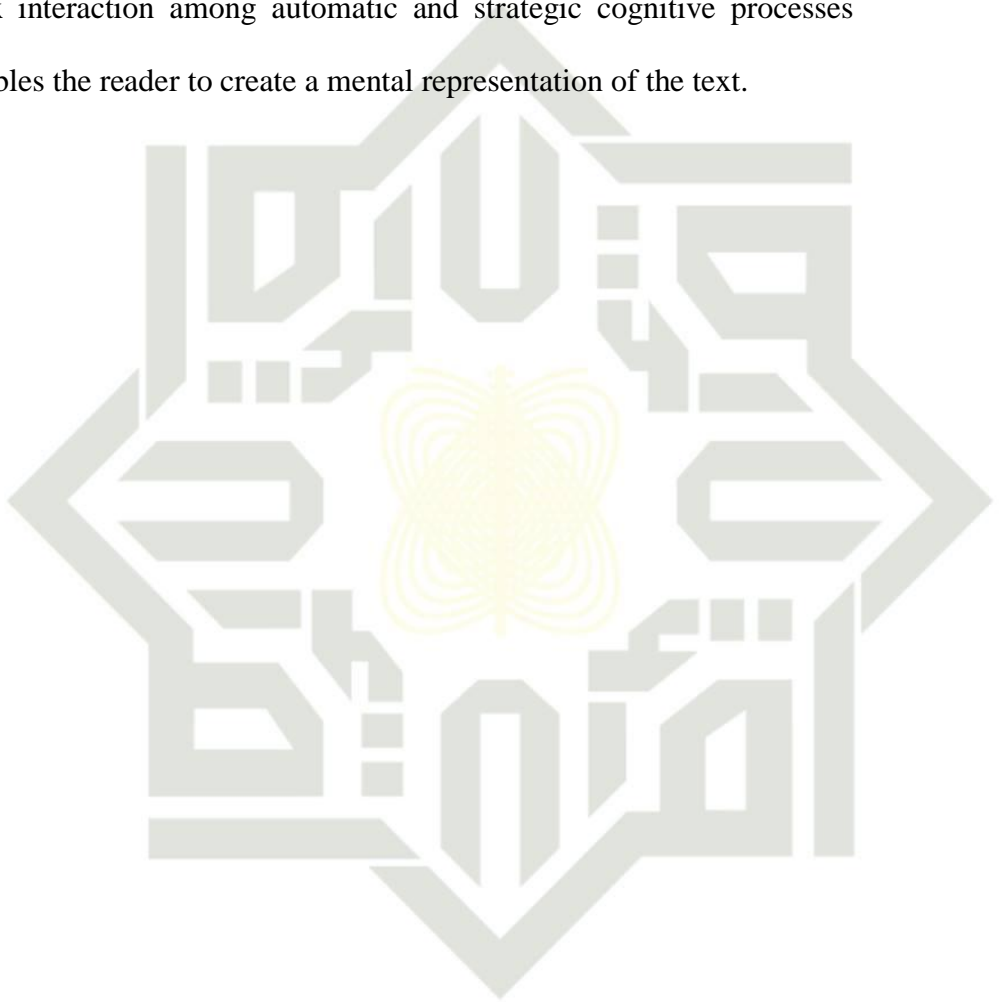
According to Richard and Schmidt (2010) analysis means a careful examination of something in order to understand it better. Analysis means finding clear information about something, somebody or some cases. An analysis can be described as an examination of something together with thought and judgment.

2. Morphological Awareness

Morphological awareness, is an understanding of words can be smaller units of meaning such as roots, prefixes, and suffixes. Chang et al. (2005) defines morphological awareness as "the awareness of and access to the meaning and structure of morphemes" (the smallest units of meaning in a language) in relation to words.

3. Reading Comprehension

Reading comprehension is the ability is something that is owned by someone, someone's ability can be developed if the person learns well. According to Van den Broek & Espin (2012) Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Morphological Awareness

According to Kuo and Anderson (2006), morphological awareness is connected with different parts of metalinguistic mindfulness and etymological capability, particularly phonological mindfulness, syntactic mindfulness, and vocabulary information. They also added that an increasingly important predictor of reading ability with morphological awareness in English.

Morphological awareness means the awareness of and access to the meaning and structure of morphemes in relation to words (McBride-Chang, Wagner, Muse & Chow, 2005). The readers can determine and understand new meanings by processing these words into morphemes from unfamiliar abstract words. To put it simply, the potential of the students in morphological knowledge to recognize and control morphemes. It refers to the comprehension of morphologically complex terms by learners and their ability to construct new meanings from words. According to Carlisle (1995) To help the students in understanding the text they could analyze morphemes by considering it to understand more vocabularies. Kuo and Anderson (2006) recommended that morphological awareness is interlaced with different parts of metalinguistic mindfulness and etymological capability, particularly phonological mindfulness, syntactic mindfulness,

and vocabulary information. To be able to manipulate the structure of words, one must be able to apply their understanding of word-formation principles to accurately understand complex words and create new word forms on their own (Wang, Cheng & Chen, 2006). In addition, morphological awareness means to the student's understanding of the word formation rules of sentences (Kuo & Anderson, 2006).

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2. The Concept of Morphemes

A morpheme is the smallest meaningful unit in a language. It is not necessarily identical to a word. The main difference between a morpheme and a word is that frequently a morpheme does not stand alone, when a word often stands alone by definition. In addition, Morphology refers considered the field of linguistic research intended for morphemes. The morphemes are basic construction in morphology. Morphemes can be established as the smallest purposeful element of a linguistic expression. (Haspelmath & Sims, 2010, p. 3).

According to Lim Kiat Boey (1975, p. 37) Morpheme is defined as the smallest meaningful unit of a language. Morphemes that can stand alone to function as words are called free morphemes. They comprise simple words (words made up of one free morpheme) and compound words (words made up of two free morphemes).

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Examples:

Simple words: the, run, on, well

Compound words: keyboard, greenhouse, bloodshed, smartphone

Morphemes that can only be attached to another part of a word (cannot standalone) are called bound morphemes.

Examples:

pre-, dis-, in-, un-, -ful, -able, -ment, -ly, -ise

Complex words are words that are made up of both free morpheme(s) and bound morpheme(s), or two or more bound morphemes.

a. Bound Morpheme

A word element that cannot stand alone as a word, including both prefixes and suffixes called bound morpheme. By contrast, Free morphemes can stand alone as a word and cannot be broken down further into other word elements.

Attaching a bound morpheme to a free morpheme, such as by adding the prefix "re-" to the verb "start," creates a new word or at least a new form of a word, in this case, "restart". Bound Morphemes has two kinds namely Affixes and Root.

1) Affix

Affixes may combine in the first, middle, or follows other morphemes. English affixes only divided into two kinds, those are affix which combined in the first and follows a root or word. Those are called as prefix and suffix which described as follows:

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(a) Prefix

The prefix is a morpheme that attaches in front of a root. According to Haspelmath and Sims (2010) prefixes as affixes which come before a word (p. 20). The prefixes usually have constant meaning when attach a word. For example, the word “unhappy” consists of the prefix “un” [which means “not”] combined with the root (or stem) word “happy”; the word “unhappy” means “not happy.”

Table II. 1

The Examples of Prefixes

Prefixes	Meaning	Examples
Anti-	Against	anticlimax
De-	opposite	devalue
Dis-	Not; Opposite of	discover
En-, em-	Cause to	Enact, empower
Fore-	Before; front of	Foreshadow, forearm
In-, im-	In	Income, impulse
In-, im-, il, ir,	Not	Indirect, Immoral, Illiterate, Irreverent
Inter-	Between; among	Interrupt
Mid-	Middle	midfield
Mis-	wrongly	misspell
Non-	Not	nonviolent
Over-	Over; too much	overeas
Pre-	Before	Preview
Re-	Again	Rewrite
Semi-	Half; Partly; Not fully	Semifinal
Sub-	Under	Subway
Super-	Above; Beyond	Superhuman
Trans-	Accross	Transmit

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Un-	Not; opposite of	Unusual
Under-	Under; too little	Underestimate

(b) Suffix

The suffix is a morpheme that follows other morphemes. Haspelmath and Sims (2010) state that the definition of the suffix is affix that follows the main part of the word (p. 20). For example, the word flavorless consists of the root word “flavor” combined with the suffix “-less” [which means “without”]; the word “flavorless” means “having no flavor.”

Table II. 2
The Examples of Suffixes

Suffixes	Meaning	Examples
-able, -ible	is; can be	Affordable, Sensible
-al, -ial	Having characteristics of	Universal, Facial
-ed	Past tense verbs ; adjective	The Dog Walked, The Walked Dog
-en	Made of	Golden
-er, -or	One who ; person connected with	Teacher, Professor
-er	More	Taller
-est	The most	Tallest
-ful	Full of	Helpful
-ic	Having characteristics	Poetic
-ing	Verb forms ; present participles	Sleeping
-ion, -tion, -ation, -ition	Act ; process	Submission, Motion, Relation,

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		Edition
-ity, -ty	State of	Activity, Society
-ive, -ative-itive	Adjective form of noun	Active, Comparative, Sensitive
-less	Without	Hopeless
-ly	How something is	Lovely
-ment	State of being; act of	Contentment
-ness	State of; condition of	Openness
-ous, -eous, -ious	Having qualities of	Riotous, Courageous, Gracious
-s, -es	More than one	Train, Trenches
-y	Characterized by	Gloomy

Represented in sound and writing by word segments called morphs, bound morphemes can further be broken down into two categories, derivational and inflectional morphemes.

a. Derivational

Derivational morphemes are numerous, and unlike inflectional morphemes, can alter the meaning of a word, for example, consistent–inconsistent. Derivational morphemes may also change the syntactic property of a word, for example, communicate (verb)–communication (noun). According to Carlisle (1995) the ability to control inferred words means awareness in derivational morphology, admit extension between various morphological types of a word and produce new derivations of words. There are restrictions in terms of the syntactic category to which a derivational suffix can attach

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(Tyler & Nagy, 1989). For example, the suffix *-ize* converts adjectives to verbs, and *-y* turns nouns into adjectives. As a derivational morpheme, *-er* gets a lot of use in the production of forming new nouns. Such morphemes when attached to root verbs form nouns such as "farmer" to describe someone who performs the action indicated by the verb. When *-er* is added to a root adjective, a noun is formed: as in *homesteader*, which describes someone in terms of the quality denoted by the adjective. When *-er* is added to a nominal root noun, the meaning of the resulting noun is incorporated in the modified word. Take the word "freighter" for example. The root word "freight" has been modified, however, the definition of the new noun "freighter" a type of vessel used to transport freight retains the quality denoted by the original noun.

A derivational morpheme is one that is added to a root (that is a word) to form a new word that differs, usually, in its part-of-speech classification. For example, when the suffix *-ness* is added to adjective *happy*, the noun *happiness* is formed. Similarly, the adjective *quick* becomes the adverb *quickly* when *-ly* is added. We may also classify such bound morphemes as *un-* and *pre-* as derivational morphemes, although these differ from *-ness* and *-ly* in two basic ways: (1) *un-* and *pre-* do not change the part-of-speech classification; for

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example, unambitious and predetermined remains adjectives, (2) the addition of un- and pre- changes the meaning of the word in a significant way, whereas the addition of -ness and -ly has little effect on the basic meaning of the word. In English, prefixes are usually derivational morphemes that change the meaning but not the part-of-speech classification, whereas suffixes are usually derivational morphemes that change the part-of-speech classification but not the meaning. Exceptions include joy/enjoy and dear/endear.

b. Inflectional

Inflectional morphemes influence the base words to signal a change in quantity, person, gender, or tense while leaving the base word's class unchanged. Inflectional morphemes are considered more predictable because there are only eight in the closed set of accepted inflectional morphemes, which include the pluralizing "-s," the possessive "'s," the third-person singular "-s," the regular past tense "-ed," the regular past participle "-ed," the present participle "-ing," the comparative "-er," and the superlative "-est."

By contrast, derivational morphemes are considered lexical because they influence the base word according to its grammatical and lexical class, resulting in a larger change to the base. Derivational morphemes include suffixes like "-ish,"

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"-ous," and "-y," as well as prefixes like "un-," "im-," and "re-."

Often, these additions change the part of speech of the base word they're modifying though that is not necessarily always the case which is why derivational morphemes are considered less predictable than inflectional morphemes.

The differences between derivational and inflectional morphology are somewhat ambiguous to explain in some languages. Bybee (1985, p 81) stated in his book, "One of the most persistent undefinable in morphology is the distinction between derivational and inflectional morphology". It is said so since both deal with morphemes that are usually affixes, prefixes or suffixes.

2) Root

In English grammar and morphology, a root is a word or word element (in other words, a morpheme) from which other words grow, usually through the addition of prefixes and suffixes. Also called a root word.

According to Greek and Latin Roots (2008), T. Rasinski et al. define root as "a semantic unit. This simply means that a root is a word part that means something. It is a group of letters with meaning."

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b. Free Morpheme

A free morpheme is a morpheme (or word element) that can stand alone as a word. It is also called an unbound morpheme or a free-standing morpheme. A free morpheme is the opposite of a bound morpheme, a word element that cannot stand alone as a word. Many words in English consist of a single free morpheme. For example, each word in the following sentence is a distinct morpheme: "I need to go now, but you can stay." Put another way, none of the nine words in that sentence can be divided into smaller parts that are also meaningful. There are two basic kinds of free morphemes: content words and function words.

There are two kinds of free morphemes based on what they do in a sentence: content words and function words

1) Content Words

Content words are free morphemes that make up the primary meaning of a sentence. Their speech sections contain nouns, verbs, and adjectives. Here are some examples of everyday words in terms of content.

Nouns: girl, hat, house, fire

Verbs: walk, sleep, say, eat

Adjectives: quick, nice, fun, big

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2) Function Words

Free morphemes also include function words. These words consist of articles, demonstratives, auxiliaries, quantifiers, prepositions, pronouns, and conjunctions. Here are some examples of free morphemes as function words.

Articles: the, a, an

Demonstratives: this, that, those, these

Auxiliary Verbs: will, is, must, does

Quantifiers: some, many, few

Prepositions: under, over, to, by

Pronouns: he, she, his, her

Conjunctions: for, and, but, or

Function words serve as a grammatical connection between content words. They are not typically combined with affixes that change their meaning.

In this research, the researcher has investigated the Affixes namely Suffixes and Prefixes.

3. Measuring Morphological Awareness

Anglin (1993) in Nurhemida (2007) identifies several different morphological word types in English. There are two types of morphological awareness namely Morpheme Identification Awareness and Morphological Structural Awareness.

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a. Morpheme Identification Awareness

According to Chang, et al. (2005) Morpheme Identification is defined as the ability to differentiate between various meanings in homophones. It means to make students to perform when they use root words and morphemes to guess meaning. for example, by understanding that *hair* in *head* is represented by comb with as opposed *comhair*, but *hairbrush*.

b. Morphological Structure Awareness

The Morphological Structure to make the students use linguistic knowledge to derive new meanings. The ability to use language, also known as generativity, imagination, or language productivity, can be useful in learning new meanings in one's native tongue. (Chang et al., 2005, p.421). Compound word is one of Morphological Structure Awareness. Compound words can be written in three ways: as open compounds (spelled as two words, e.g., ice cream), closed compounds (joined to form a single word, e.g., doorknob), or hyphenated compounds (two words joined by a hyphen, e.g., long-term). Sometimes, more than two words can form a compound (e.g., mother-in-law). The students to perform the compound word with singular and plural. In the Morphological Structure Test where the students are given a single sentence scenario and a prompt to make a novel compound word.

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Besides that, the students to ask create new words by using their syntax knowledge. Syntactic knowledge is the knowledge of how words can be combined in meaningful sentences, phrases, or utterances. It involves the way that words are assembled and sentences are constructed in a particular language. Languages can be classified according to the grammatical principles which hold for them. A language may change its type over time as has happened with English which in the Old English period was a synthetic language with many inflections and now is a rather analytic language with few grammatical endings.

4. The Nature of Reading Comprehension

a. Definition of Reading Comprehension

Reading refers to extraordinary achievement when components that need to be mastered are taken into consideration and the number of levels. (Graesser, 2007; Shang, 2010). Besides that, According to Grabe (2009), “reading is a strategic process in that a number of the skills and processes are needed on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals” (p.15). Thus, to help students become expert, or more strategic readers reading instruction should be important goal (Janzen & Stoller, 1998). When you read the text, the reader needs comprehend the meaning of the text, namely reading comprehension.

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Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005).

According to Rathvon in Oakley (2011, p.279) reading comprehension is the ability to derive meaning from text and it is the ultimate goal of reading activity. Besides, Baier (2005, p.1) suggested that reading comprehension is a skill that critical in the educational success of all individuals. He added, without any adequate reading comprehension, a learner will struggle in many areas. Reading comprehension is needed for all areas in the school such as science, math, and social. In short, we can conclude that reading comprehension is a product of reading activity while reading activity is the process.

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The main goal for reading is “comprehension”, and everything else is a means to this end (Goldenberg, 2011; Loew, 1984). Comprehension is to the ability to go beyond the words, to understand the ideas in a text and the relationships that exist between those ideas (McNamara, 2007). The key variables of reading comprehension include the reader as an active information processor, the activity of reading, and the text, all of which intersect to affect how well comprehension occurs (McIntyre, Hulan, & Layne, 2011), and therefore teaching English as a foreign language can be considered a delicate job in that teachers need to understand the nature of reading and teaching methodology on the one hand, and the nature of learners and the context in which teaching of reading takes place, on the other hand (Phakiti, 2006).

Reading Comprehension is the ability to understand a written passage of text. Effective of reading which is essential for a rich academic, professional and personal life. Reading fluency is a very important part of reading comprehension as readers who spend their time decoding words tend to lose the understanding of what is being read.

According to Schumm (2006), comprehension process involves an understanding of words and how these words are used to create meaning. Comprehension entails three elements, there are:

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- 1) The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities, motivation and various types of knowledge.

- 2) The text that is to be comprehended

The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. Texts can be difficult or easy, depending on the factors inherent in the text. When too many of these factors are not matched to readers' knowledge and experience, the text may be too difficult for optimal comprehension to occur.

- 3) The activity in which comprehension is a part

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. The consequences of reading are part of the activity. Some reading activities lead to an increase of knowledge a reader has. Another consequence of reading activity is finding out how to do something.

b. Reading Comprehension Assessment

There are various ways to gather assessment data (Rhodes & Shanklin, 1993). Teachers can test students, analyze student work samples, observe students performing literacy tasks, or interview

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students on their reading skills. Teachers can gain the most information by administering all of these methods to collect data. There are several types of reading assessment:

1) Perceptive Reading

Perceptive reading requires students to process separate letters, words, punctuation, and other graphemic symbols of larger stretches of discourse (Brown, 2004). An example of a very basic grapheme recognition task would require students to decipher differences in similar words. This assessment tests for the students' understanding of simple graphemic characters.

2) Selective reading

Selective reading requires students to recognize lexical, grammatical, or discourse features of language within a very short text (a sentence, a brief paragraph, or a simple chart or graph) (Brown, 2004). The following example requires students to prove their comprehension of 20 short statements. Students read one statement at a time and choose the answer that has the same meaning as the statement.

3) Interactive Reading

Interactive reading can require students to read several paragraphs to one page of text or more and psycho-linguistically interact with the text (negotiate meaning) to identify relevant features and retain information that is conceptually processed

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(Brown 2004). One such example entails a paragraph about autumn and multiple-choice comprehension-check questions following the passage. This would be good for ESL students in the beginning stages of interactive reading.

4) Extensive reading

Extensive reading requires students to read articles, essays, technical reports, short stories, or books in order to assess global understanding of a text rather than the understanding of minute details (Brown 2004). A very common example of an extensive reading assessment is to have students summarize long texts.

In this researcher was focused on Selective reading. The students read a text at a time and select the answer that has the word to categorize suffixes and Prefixes.

5. Descriptive Text

a. Definition of Descriptive Text

Descriptive is a type of text which gives description about an object (living or non-living things) such as person, place or thing. There are three things that have to know, they are communicative purposes, generic structure and language features. According to McWhorter (1986), descriptive essay present ideas by providing details about characteristics of people, places, and things. The details are intended to appeal to your senses, to help reader create a mental picture, or to make reader feel a certain way.

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Kane (2000) states, “Descriptive texts is description about sensory experience how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception. The purpose of descriptive texts is to describe and reveal a particular person, place, or thing in detail or specific to make the readers able to visualize the description”. It can be concluded that descriptive texts are used to describe everything which is seen by writer in detail.

b. The Generic Structure of Descriptive Text

1) Identification

Identify something to be described or depicted. Identification serves to introduce the reader about the object or something that we have described before we talk about its properties.

2) Description

Description to describe the characteristics of the thing being described. In general, what is the standard for depicting this type of text is the parts of the object, qualities, or characteristics.

c. Language Features of Descriptive Text

Gerot and Wignell (1994) state, “Descriptive text has language features consist of identifying process, classical nominal groups, using simple present tense, using specific nouns, using detail noun phrase to give information about the subject, various adjectives functioning to describe, relating verbs to give information about the subject, action

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verbs, adverbial to give additional information, and figurative language skill.”

Language feature of descriptive texts is focused on what type on sentence is used. From all kinds of sentences in English language such as simple present tense, simple future tense, simple past tense, simple past future, etc, the simple present is one that is being used in descriptive texts. Language feature in this texts type is also about what kind of verb that is being used. From all kinds of verbs such as mental verb, behavior verb, mental verb, action verb, etc, action verb is the one that is being used in descriptive texts. Adjectives and specific participants are also taken part in this descriptive text.

6. The Role of Morphological Awareness in Reading Comprehension

A number of people experts to play an important role in determining reading skills in English believed by morphological awareness (including Carlisle, 2000; Curinga, 2014; Nagy & Anderson, 1995; Wolter, Wood & D'Zatko, 2009), the influence of word forms and the effects of word, when the morphology of the ins shape changes on word groups and meanings. It can also be said to be the morphology of the subtleties of word forms and the function changes of the word forms, both grammatical and semantic functions. Morphological awareness will be helpful in the development of their reading comprehension.

Further, according to Carlisle (2003), the morpheme refers to word usually made up of smaller recognizable units. It means a morpheme to

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helps one to understand or guess the meaning of new words. the students' morphological awareness to help decode words, include their meaning, and facilitate both word reading and understanding of words in texts. Word recognition is a critical part of reading (Adams, 1990). The faster one recognizes the words, the more fluent reader s/he becomes (Yucel-Koc, 2015). The automatic word recognition could help their derivational morphological awareness. The words less often like academic words can be accessed by segmenting them into morphemes. When the students have morphological awareness ability, they should be able to access words with decoding, So the students can help to recognize the words more easily and quickly. Nagy, Beminger, Abbott, and Vaughan (2003) mentioned the role of morphological awareness in reading through enabling readers to read longer words more accurately and fluently. This awareness contributes to their word recognition, word reading and reading comprehension. Levesque, Kieffer, and Deacon (2017) state that direct and indirect relationships exist between morphological awareness and reading comprehension. Morphological awareness contributes to morphological decoding which can influence word reading and reading comprehension. Weak morphological awareness may be a limiting factor in the acquisition of new vocabulary. Morphological awareness could help students find out the new meaning of word and morphologically complex words when they read a text. According to Jiang, Kuo, and Sonnenburg-Winkler (2015), There is importance different between successful and less successful

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readers when they apply morphological information. Successful readers worth derivational morphology whilst less successful readers underestimate it.

So, the researcher can be concluded that awareness is very important to read a text. Because, the students can get the information with clearly. These capabilities include, the ability to clearly convey one's thoughts and feelings, defend yourself and defend assertiveness, abilities to direct and control themselves.

B. Relevant Research

According to Syafi'i (2016), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. In this case, relevant research is an action to maintain a strategic distance from the literary theft toward the structures and the discoveries of the past look into.

Previous research was exploring the relationship between morphological awareness and reading comprehension. At the level of second-grade students from SMA (Senior High School) Zulfadli et al (2019) research on the Morphological Awareness and Its Correlation with EFL Reading Comprehension of Senior High School. The researcher with a sample of 55 students. In this study, the researcher used a test of morphological awareness and the Florida comprehensive assessment test (FCAT). The Pearson product-moment correlation coefficient was determined using SPSS 20 software to explore the relationship between these variables. The results of this researcher

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was a significant relationship between morphological awareness and reading comprehension.

Similarly, at the level of second-grade students from SMAN 15 Bandar Lampung, Kinanti et.al the research is The Relationship between Students' Morphological Awareness and Their Reading Comprehension. The researcher with a sample of 32 students. In this study, the design used was ex-post-facto design in term of co-relational study. The instruments were Morphological Awareness and Reading Comprehension tests. The results of this researcher were morphological awareness influenced 51.5% toward reading comprehension conclude that morphology can be applied as strategy of increasing students' reading comprehension.

In the next, at the level university, the title is Morphological Awareness: Students' Ability in Word Formation Analysis of Reading Text by Fauzi (2015), The researcher conducted for 24 students at University of Pasir Pengaraian. In this study, the researcher was aimed to know the students' ability in word formation analysis of reading text and to find out what their difficulties were. In this regard, the researcher applied a test and interview. It was found the students' ability were quite good in three aspects of analyses: number of morphemes, content word, and function word. However, the researcher was other aspects: derivation and inflection, their abilities were so poor because the lack of knowledge in both of aspects.

The next is about the Relationship between Morphological Awareness and English Vocabulary Knowledge of Indonesian Senior High School

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Students by Nurhemida (2007). The purpose of this research to investigate the relationship between English morphological awareness and vocabulary knowledge in the context of English as Foreign Language (EFL) for senior high school students in Indonesia. The participants were 98 students (29 males and 69 females) at a public Islamic senior high school in a rural area in West Sumatra, Indonesia. The findings have implications as to the importance of facilitating the students' morphological awareness in English vocabulary learning for EFL senior high students in Indonesia.

In other countries, it is found many studies about students' morphological awareness. The first study was conducted in Canada. Kirby et al. (2011) about Children's Morphological Awareness and Reading Ability. It was found that 103 children (48 males, 55 females) followed from kindergarten and grades 1 to 3. The researchers was assessed with a word analogy task that included a wide range of morphological transformations. The researchers found the nature and extent of the relationship between morphological awareness and children's reading development in Grades 1 to 3.

At the level university, Akbulut (2017) in this study to understand the relationship between morphological awareness and vocabulary knowledge of university preparatory class students. It was found that fifty-two preparatory class. The researcher used Experimental and control group, after that the researcher gives questionnaire and Morphological Awareness Test. The results of this researcher were indicated that the participants who obtained

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morphological treatment took inconsideration the morphemes and vocabulary items better than the others who took traditional vocabulary teaching procedure.

For the next studies are at the level of university students, S. Deacon et.al (2014) found the role of a hypothesized factor in reading comprehension: morphological awareness, or the awareness of and ability to manipulate the smallest meaningful units or morphemes. The purpose of this study is to measured English-speaking children's morphological awareness, word reading skills, and reading comprehension at Grades 3 and 4 The finding in the research is morphological awareness impacts reading comprehension both indirectly through word reading skills and directly through the language system and that morphological awareness underpins the development of reading comprehension (e.g., Perfetti, Landi, & Oakhill, 2005).

The next research by Yakhabi (2011), was investigate the relationship between morphological awareness and vocabulary knowledge of Iranian high school students. It was found that male senior high school students who's major was mathematics as participants. In this research used Nation's Vocabulary Level Test (VLT) to test students' knowledge of words drawn from 2000, 3000, and 5000 most common word families. As a result of the research, it was the importance of facilitating the students' morphological awareness in English vocabulary learning for EFL learners in Iran.

For the next studies are at the level of university students, Ramirez (2011) Morphological awareness and word reading in English language

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learners: Evidence from Spanish- and Chinese-speaking children. The purpose of this study is examined the effects of first language characteristics on the development of two aspects of English morphological awareness: derivational and compound awareness in English language learners (ELLs) with Chinese or Spanish as their first language. The Participants in this research were 89 Spanish-speaking ELLs, 77 Chinese-speaking ELLs, and 78 monolingual English-speaking children from Grade 4 and Grade 7. Moreover, results revealed stresses the influence of the first-language structure on the development of second-language morphological awareness and the similar contribution of morphological awareness to word reading across monolinguals and ELLs.

In the next studies, Tong et al. (2011) Morphological Awareness: A Key to Understanding Poor Reading Comprehension in English. The purpose of this study is examined the performance of poor comprehends on several reading related abilities in the late elementary school years. The Participants in this research were 132 English-speaking children (63 males and 69 females) followed from grade 3 to grade 5. Moreover, results revealed Poor morphological awareness contributes to reading comprehension difficulties, and children with different reading comprehension, profiles can learn morphology at different rates.

In the last studies, Kenn Apel et al. (2013) Using Multiple Measures of Morphological Awareness to assess its Relation to Reading. The researchers used to measure this skill across grade levels and comparisons among studies

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have been based on tasks. The purpose of this study is Morphological awareness refers to the ability to consider and manipulate consciously the smallest units of meaning in language. The Participants in this research were 156 kindergarten. Moreover, results revealed the researchers found that two tasks, one requiring student to consider the meaning of the relationship between morphologically related words and one requiring student to identify written affixes within a timed task, differentiated students across grades.

Based on previous research mentioned above, only three of them are from Indonesia context. Based on previous research in Indonesia context, there were only found the studies about correlation. Meanwhile, even though some studies have discussed about the context Morphological Awareness and Reading Comprehension, there is lack of research that discussed about morphological awareness for Senior High School. Besides that, reading comprehension in Senior High School is very poor, although they have learnt some kinds of text in reading.

Operational Concept

Operational concept is the concept which is used to avoid misunderstanding and misinterpretation in scientific study. It should be interpreted into particular words in order to make it easy to measure. Syafi'i (2018) "operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper."

The researcher used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In addition, it really needs to clarify the variables was used in this research.

This research is a descriptive research that focuses on the morphological awareness at tenth grade of science class in MAN 1 Pekanbaru. Therefore, there is one variable that was used in this research.

1. Anglin (1993) in Nurhemida (2007) identifies several different morphological word types in English. The morphological word types were used to investigate the two types of morphological awareness such as morphological awareness identification and structure.

The indicators of morphological awareness are:

- a. The students' knowledge of root words and use of morphemes to guess meaning.
- b. The students are able to create new words by using their syntax knowledge.
- c. The students are able to perform the compound word with singular and plural.
- d. The students are able to perform when suffixes as the marker for past and present participle.

2. Kuo and Anderson (2006) state that learners who are provided with morphological knowledge including the knowledge of how words are formed, by combining prefixes, suffixes, and roots have larger vocabulary repertoire and better reading comprehension. The indicators of students' Morphological awareness in reading comprehension are:

- a. The students are able to identify Prefixes in Reading Comprehension text.
- b. The students are able to identify suffixes in Reading Comprehension text.



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CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a descriptive quantitative research. According to Cohen (2007), descriptive research is used to describe and interpret about the real situations or the present existing condition. In descriptive study, there is no control or treatment given to the students. In addition, descriptive design collects information about variables without changing the environment or manipulating any variables, so they do not look at possible cause and effect. It means that a quantitative research method that attempts to collect quantifiable information for statistical analysis of the population and sample. This research had one variable that was the students' morphological awareness in reading comprehension at MAN 1 Pekanbaru. Therefore, this study analyzed the students' morphological awareness in reading comprehension.

B. Time and Location of the Research

This research was conducted at MAN 1 Pekanbaru which is located Jl. Bandeng No.51A, Tengkerang Tengah, Kec. Marpoyan Damai, Kota Pekanbaru, Riau 28124. This research was conducted in January and February 2021.

C. Subject and Object of the Research

The subject of this research was all of the students at tenth grade of science class in MAN 1 Pekanbaru. The object of this research was the students' morphological awareness in reading comprehension.

D. Population and Sample of the Research

1. Population

A population is a group of individuals who have the same characteristic (Creswell, 2012). The population of this research included all of the tenth grade of science class students of MAN 1 Pekanbaru. It consisted of 5 classes with total population was 160 students. The specification of the population can be seen in the table III.1:

Table III. 1

The Population of the Research

No	Class	Number of Students
1	X IPA Riset 1	31
2	X IPA Riset 2	32
3	X IPA Olimpiade	32
4	X IPA Robotik	33
5	X IPA IT	32
Total		160

2. Sample

The Sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population (Creswell, 2012). The population for this research was relatively large to be taken as the sample. According to Arikunto (2006), if

the population was more than 100 participants, the sample was taken between 10-15% up to 20-25%. So, the researcher took 40 students or 25% of total population which focused on Science students.

The selected sample can be seen in the Table III.2:

Table III. 2
The Sample of the Research

No	Class	Number of Students	Sample
1	X IPA Riset 1	31	8
2	X IPA Riset 2	32	8
3	X IPA Olimpiade	32	8
4	X IPA Robotik	33	8
5	X IPA IT	32	8
Total		160	40

In this research, the researcher was used quota sampling technique to decide the sample of the research. Quota Sampling is a selection of typical cases from different strata of a population and the quota are based on known characteristics of the population the researcher wishes to generalize. The population is classified into several categories: on the basis of judgement or assumption or the previous knowledge, the proportion of population falling into each category is decided. Besides that, a quota of cases to be drawn is fixed and the observer is allowed to sample as the he likes (Singh, 2006). In choosing the sample of population from each class randomly, the researcher used simple lottery technique by using pieces of paper (Usman and Purnomo, 2015). 33 pieces of paper that was distributed in each class. There are only 8 pieces written numbers are number 1-8. As result there are 8 students selected as the sample in each class, as displayed the table.

E. Technique of Data Collection

The test was an instrument that used to collect the data in this research. During this Pandemic COVID-19, the researcher used Google Form to collect the data. The researcher gave the link of google form to teacher, and then the teacher shared the link to students. According to Brown (2004) test is a method of measuring a person's ability, knowledge, or performance in a given domain. It means that by using the test, the researcher can measure the ability or know the level of understanding that person.

The procedure that used to collect data of the 5 classes was same. This test was adopted from Nurhemida (2007). It combines a morpheme identification test and a morphological structural awareness test. In total, there are 25 questions, which the last part was for the reading comprehension topic. In this test, the students analyze the words by separating the word into some morphemes.

Table III. 3
The Blueprint of Morphological Awareness Test Items

The students' knowledge of root words and use of morphemes to guess meaning.	1,2,3,4,5
The students are able to create new words by using their syntax knowledge	6,7,8,9,10,11,12,14,1316,15,1718,19
The students are able to perform the compound word with singular and plural	21,22
The students are able to perform when suffixes as the marker for past and present participle	20, 23, 24,25
TOTAL	25

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The first is five questions deal with the identification of morpheme. Each of these questions consists of two pictures and two words. Students had to choose which picture to correctly reflect the meaning of the word. The students will test on morphological awareness for 60 minutes.

The second test is Reading comprehension test. The students had analyzed the words by separating the word into some morphemes based on the descriptive text and then make a list of words include morpheme on reading comprehension test for 40 minutes.

1. Validity

According to Gay (2000), there are three kinds of Validity. They are content validity, criterion-related validity, and construct validity. In this research, the researcher used constructed validity. This validity involves gathering number of pieces of evidence to demonstrate validity. It means that validity makes score of the test appropriately. An instrument is valid if it is able to measure what must be measured.

To analyze the validity of the test, the researcher conducted a try out to the 25 items by handing them to 40 students who were not included in the research sample. Then, the researcher was used SPSS 25.0 program for Windows to analyze the data. The researcher compared r value to r_t . the r_t at the significant level of 5% is 0.312 ($d = N - 2 = 38$). The r value of each item should be higher than the r_t to be considered as a valid question. If the value of r on the analysis of less than r table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected. In the following table is the result of the instrument validity:

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Table III. 4
The Validity of Morphological Awareness Test

Items	rTabel	rValue	Result
Item 1	.312	.483	Valid
Item 2	.312	.335	Valid
Item 3	.312	.496	Valid
Item 4	.312	.452	Valid
Item 5	.312	.490	Valid
Item 6	.312	.335	Valid
Item 7	.312	.439	Valid
Item 8	.312	.362	Valid
Item 9	.312	.335	Valid
Item 10	.312	.501	Valid
Item 11	.312	.362	Valid
Item 12	.312	.423	Valid
Item 13	.312	.452	Valid
Item 14	.312	.483	Valid
Item 15	.312	.335	Valid
Item 16	.312	.452	Valid
Item 17	.312	.362	Valid
Item 18	.312	.423	Valid
Item 19	.312	.483	Valid
Item 20	.312	.506	Valid
Item 21	.312	.474	Valid
Item 22	.312	.385	Valid
Item 23	.312	.504	Valid
Item 24	.312	.496	Valid
Item 25	.312	.464	Valid

2. Reliability

The scores should be nearly the same when researchers administer the instrument. According to Gay (2012), reliability is the degree to which a test consistently measures whatever is measuring.

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In this research, the research used Internal consistency. Internal consistency is typically a measure based on the correlations between different items on the same item. In obtaining the reliability of the test, the researcher was used the tests was conducted on the same day and each of the classes took the test on a same day. The table below was the categories of reliability test used in determining the level of reliability of the test.

Table III. 5
The level of Acceptable Reliability

Reliability	Validity
>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Marginally/Minimally
<0.60	Unacceptably reliability

(Cohen, Manion, & Morrison, 2007)

In this research, the researcher was used software SPSS 25.0 version to calculate the reliability of test, and analyze data about the result of test. With this tool the researcher to find out whether the morphological awareness test was reliable or not. The result of essay test reliability is as follows:

Table III. 6
The Reliability of Morphological Awareness Test

Cronbach's Alpha	N of Items
.893	25

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Based on the analysis, the value of reliability of the try out test was 0,893. It could be said that the test was reliable. The level of the reliability was Highly Reliable.

F. Technique of Data Analysis

The data in this research was analyzed by using descriptive analysis. Specifically, the researcher used strategy of data analysis. The researcher also used software SPSS 25.0 version to calculate the reliability of test, and analyze data about the result of test.

Before anylising the data, the researchers firstly scoring the students morphological awareness test. As stated earlier, morphological awareness test was used in this study consists of items on morpheme identification and morphological structural awareness and Morphological in Reading Text. The researcher was used analyze the data by classifying the students score and then the researcher was calculated their percentages of score by the total number of the test.

To know each of students score individually, the data was calculated by using the following formula Wayan and Sumartana, (1986) as follow:

$$M = \frac{X}{N} \times 100$$

Where:

M = Individual Score

X = Correct Answer

n = Number of Item Test

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After this, the researchers finding out the mean score of students' Morphological awareness and Morphological awareness in Reading comprehension of Descriptive text, the researcher used the formula by (Khadir, 2015) as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean Score

$\sum X$ = Total Score

N = Number of samples

To calculate each level of the tests, the researcher used the formula by (Sudijono, 1994). Percentage of the test as follows:

$$P = \frac{F}{N} \times 100$$

Where:

P= Percentage

F= Frequency of score by the students

N= Total number of samples

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research investigates students' morphological awareness in reading comprehension at MAN 1 Pekanbaru. Based on what had been discussed, presented and analyzed in the previous chapters, the researcher concludes that:

1. The students' morphological awareness at MAN 1 Pekanbaru was categorized good with a mean score was 75,7. The students' lowest score was 20 and the highest score was 96.
2. The students' morphological awareness in reading comprehension at MAN 1 Pekanbaru was categorized good with a mean score was 70. The students' lowest score was 19 and the highest score was 92.

B. Suggestion

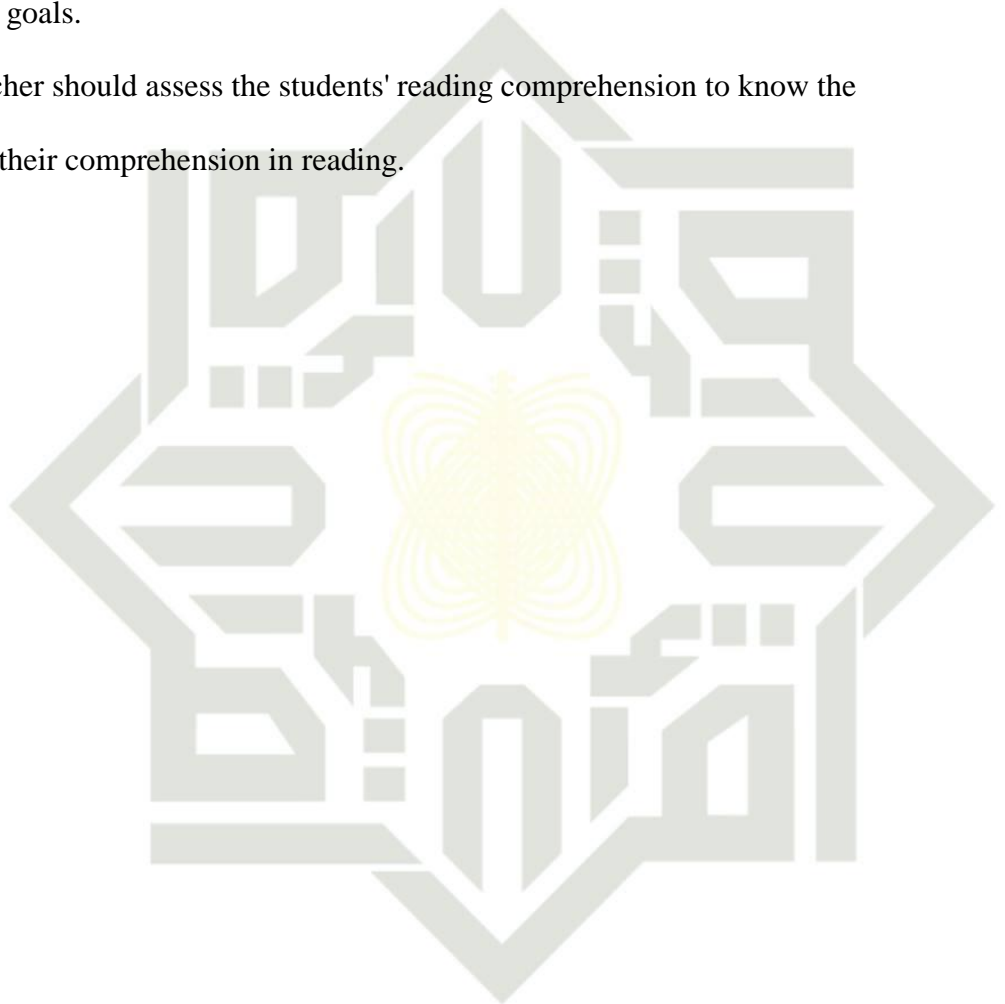
Based on the research finding, the researcher would like to give some suggestions.

1. The students should learn about word-learning strategies to increase their knowledge about how to decipher an unfamiliar word and select the right meaning in reading process.
2. The student should be able to manipulate word and apply syntactic knowledge when they reading a text.

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3. The students should master vocabularies, so when they reading the text, they can understand the meaning of unfamiliar words easily.
4. The teacher should create a relaxed, fun, and enjoyable learning situation for students. This condition is one of the important strategies in achieving learning goals.
5. The teacher should assess the students' reading comprehension to know the level of their comprehension in reading.



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Appendix 1

Syllabus

UIN SUSKA RIAU



BAHASA INGGRIS UMUM

Satuan Pendidikan : MAN 1 Pekanbaru

Kelas : X (Sepuluh)

Kompetensi Inti :

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada

1. Hal
2. Diar
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)</p> <p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> Unsur Kebahasaan <ul style="list-style-type: none"> Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) Subjek Pronoun: <i>I, You, We, They, He, She, It</i> Kata ganti possessive <i>my, your, his, dsb.</i> Kata tanya <i>Who? Which? How?</i> Dst. Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik <p>Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di</p> 	<ul style="list-style-type: none"> Menanyakan hal-hal yang tidak diketahui atau yang berbeda. Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	KI	
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to</i> , <i>would like to</i>)	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to</i>, <i>would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain
4.4 Teks deskriptif		
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite</i>, <i>very</i>, <i>extremely</i>, <i>dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, 	<ul style="list-style-type: none"> - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><i>those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.5 Teks pemberitahuan (announcement)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks <ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. 	<ul style="list-style-type: none"> - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)	<ul style="list-style-type: none"> Unsur Kebahasaan <ul style="list-style-type: none"> Kalimat deklaratif dan interrogative dalam <i>simple past tense</i>, <i>present perfect tense</i>. Adverbial dengan <i>since</i>, <i>ago</i>, <i>now</i>; klausa dan adverbial penunjuk waktu Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI 	kalimat-kalimat yang menggunakan kedua tense tersebut <ul style="list-style-type: none"> Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut Melakukan refleksi tentang proses dan hasil belajar
4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks
4.7 Teks recount – peristiwa bersejarah		
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, 	<ul style="list-style-type: none"> - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil
4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
unsur kebahasaan, secara benar dan sesuai konteks	<p>tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	belajar.
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat		

1. Hal
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, atau pengumpulan bahan pustaka.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<ul style="list-style-type: none"> - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar.
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya
4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK		

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Appendix 2

Students' Test Score (Try out)

UIN SUSKA RIAU



Students' Morphological Awareness Scores (Try out)

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Student 1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0
Student 2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1
Student 3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Student 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Student 5	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1
Student 6	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	0	1	1	1	0
Student 7	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1
Student 8	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1
Student 9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Student 10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Student 11	0	1	0	1	0	1	0	1	0	0	1	0	1	0	1	1	1	0	0	0	0	1	0	0	1
Student 12	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1
Student 13	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	0	0	0	1	0	0	1
Student 14	1	1	0	0	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	0	1	0
Student 15	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1
Student 16	0	0	1	0	0	0	1	0	1	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	0
Student 17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Student 18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
Student 19	0	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	0	0	0	0	1
Student 20	0	1	0	1	0	1	0	1	1	0	1	0	1	0	0	1	1	0	1	0	0	1	0	0	1
Student 21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Student 22	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1
Student 23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Student 24	0	1	0	1	0	1	1	1	1	0	1	1	0	0	1	0	1	1	0	0	0	1	0	0	0
Student 25	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	0	0	1
Student 26	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1

2. Diarag mengumunkan dan memperbanyak sebagian atau seluruh karya tuils ini dalam bentuk apapun t

Daftar nama dan alamat sumber:

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2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

Student 27	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0
Student 28	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1
Student 29	0	1	1	0	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	0	0
Student 30	1	1	1	0	1	1	0	1	0	1	1	0	0	0	1	0	1	0	0	1	1	1	1	1	0
Student 31	1	0	1	0	1	0	1	0	1	1	0	1	0	1	1	0	0	1	1	0	0	0	1	1	0
Student 32	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	0	0	1
Student 33	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1
Student 34	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1
Student 35	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Student 36	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student 37	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	0
Student 38	1	1	0	0	1	1	0	1	1	1	1	1	0	0	0	0	1	0	0	0	1	1	1	1	0
Student 39	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Student 40	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1

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Appendix 3

Students' Test Score

UIN SUSKA RIAU

Students' Morphological Awareness Scores

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Student 1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0
Student 2	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1
Student 3	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	1	1	1	1	0
Student 4	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0
Student 5	1	1	0	1	0	1	1	1	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Student 6	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	0	1
Student 7	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0
Student 8	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	0	0	1	0	0	0	0
Student 9	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	0
Student 10	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	0	0	1	1	0
Student 11	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0
Student 12	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1
Student 13	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0
Student 14	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	0	0
Student 15	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	0	0	1	1	1	1	1
Student 16	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1
Student 17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0
Student 18	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0
Student 19	1	0	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0
Student 20	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0
Student 21	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1
Student 22	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	0	0	0
Student 23	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0
Student 24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0
Student 25	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	0	1
Student 26	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	0	0	0	0

2. Diarag mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

Student 27	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1
Student 28	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student 29	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	0	1	1	0
Student 30	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1
Student 31	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1
Student 32	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	0	0	0	0	0
Student 33	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
Student 34	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Student 35	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	0	1	0
Student 36	1	1	1	0	1	1	1	0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0
Student 37	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0
Student 38	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0
Student 39	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
Student 40	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1	1	1

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Perlu karya tuils ini tanpa mencantumkan dan menyebutkan sumber:

Students' Morphological Awareness in Reading Comprehension Scores

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Students	Prefix (6)	Suffix (47)	Total
Student 1	4	39	43
Student 2	4	40	44
Student 3	3	10	13
Student 4	1	32	33
Student 5	2	40	42
Student 6	1	9	10
Student 7	2	44	46
Student 8	2	26	28
Student 9	2	19	21
Student 10	4	25	29
Student 11	2	33	35
Student 12	4	43	47
Student 13	3	42	45
Student 14	2	28	30
Student 15	4	42	46
Student 16	2	43	45
Student 17	3	45	48
Student 18	2	43	45
Student 19	2	38	40
Student 20	2	45	47
Student 21	3	37	40
Student 22	2	37	39
Student 23	3	40	43
Student 24	4	45	49
Student 25	1	27	28
Student 26	1	29	30
Student 27	2	42	44
Student 28	3	41	44
Student 29	3	40	43
Student 30	2	41	43
Student 31	2	41	43
Student 32	3	40	43
Student 33	3	40	43
Student 34	2	40	42
Student 35	0	25	25
Student 36	0	11	11
Student 37	3	43	46
Student 38	0	11	11
Student 39	2	39	41
Student 40	1	39	40

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Appendix 4

Students' answer of test (Try out)

UIN SUSKA RIAU

TRYOUT MORPHOLOGICAL AWARENESS TEST

Instructions:

1. Write down your name and class on the appropriate place.
2. This test is used for a research purpose only.
3. The time given is 60 minutes.

Instruksi:

1. Tuliskan nama dan kelas Anda di tempat yang sesuai.
2. Tes ini digunakan untuk tujuan penelitian saja.
3. Waktu yang diberikan adalah 60 menit.

Email *

faizmelayu46@gmail.com

Nama *

Muhammad Faiz Fazly Mawla 0

Usia *

☐ 14

☒ 15

☐ 16

☐ 17

☐ Yang lain:

Jenis Kelamin *

- ☒ Laki-Laki
- ☐ Perempuan

Kelas *

- ☐ X IPA RISET 1
- ☐ X IPA RISET 2
- ☒ X IPA OLIMPIADE
- ☐ X IPA ROBOTIK
- ☐ X IPA TI

MORPHOLOGICAL AWARENESS TEST

PART I - Morpheme Identification Test**Direction :**

There is one example item and five test items. All the items have two pictures. Look at the pictures and then answer the question by choosing the correct picture containing the meaning of the target word

Dalam tes ini, ada satu soal sebagai contoh dan lima lainnya sebagai soal untuk kamu kerjakan. Pada setiap soal, kamu akan menemukan dua gambar. Lihatlah masing-masing gambar tersebut dan cobalah cari artinya dan jawablah pertanyaan yang diberikan dengan cara memilih gambar yang paling tepat mengandung arti dari kata yang ditanyakan.

Example : There are two pictures for the example item, which means “the letter T” and a “teacup,” respectively.



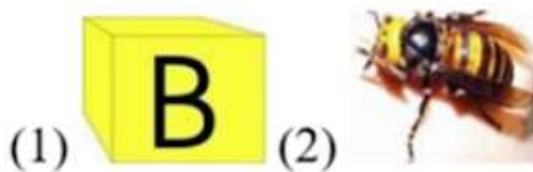
Example : There are two pictures for the example item, which means “the letter T” and a “teacup,” respectively.

Which contains the meaning of the “tea” in “tealeaf”? From the pictures, you can choose **number (2)** as something meaning ‘tea’ in ‘tealeaf’. (*Kamu bisa menjawab pertanyaan ini dengan memilih gambar nomor 2, karena ‘teh’ dalam “tealeaf” adalah ‘tea’ seperti gambar nomor 2*)

Test items 1-5

Choose the correct picture for the sentence below!

Question Number 1



1. Which contains the meaning of the “bee” in “beehive”? *

☐ 1

☒ 2

Question Number 2

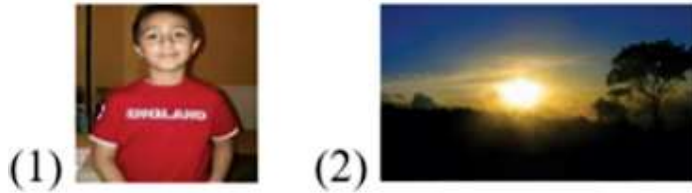


2. Which contains the meaning of the “eye” in “eyebrow”? *

☒ 1

☐ 2

Question Number 3

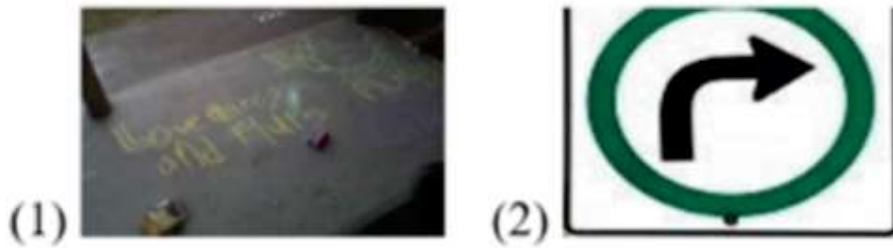


3. Which contains the meaning of the “son” in “grandson”? *

☒ 1

☐ 2

Question Number 4

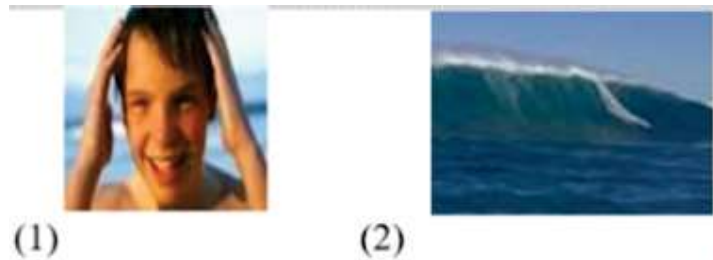


4. Which contains the meaning of the “right” in “right hand side”? *

☒ 1

☐ 2

Question Number 5



5. Which contains the meaning of the “sea” in “seahorse”? *

☐ 1

☒ 2

MORPHOLOGICAL AWARENESS TEST

PART II - The Structural Morphological Awareness Test**Direction :**

There are some objects which can be seen in our daily life, and there are also some which we have not seen before but might be possible. I want you to try to come up with names for those objects based on the names of daily objects given.

Ada obyek-obyek yang bisa kita lihat secara langsung dalam kehidupan kita sehari-hari, dan ada pula obyek-obyek lain yang kadang jarang kita lihat. Dalam tes berikut, berikanlah nama untuk obyek-obyek dimaksud berdasarkan ilustrasi yang diberikan.

Example

A. There's a paper that is **white** in color, we call that **white paper**. There's a paper that is **red** in color, what do we call it?

The Answer is **red paper**

B. There's a pair of socks that is red in color, we call them red socks. There are socks that are blue in color, what do we call them?

The Answer is **Blue socks**

6. There's a flower that is **big and red**, we call that **big red flower**. Now there's a flower that is **big and purple**, what do we call it? *

Big purple flower

7. We call a cat that is **white and big** a **big white cat**. What do we call a cat that is **black and big**? *

Big black cat

8. There's an animal that lives in the **sea** and **looks like a star**. It's called a **seastar**. There's an animal which lives in the **sea** and **looks like a horse**. What do we call it? *

Seahorse

9. A cup that is used to hold **coffee** is called a **coffee cup**. What do we call a cup that is used to hold **tea**? *

Tea cup

10. A glass that is used to hold **wine** is called a **wine glass**. What do we call a glass that is used to hold **milk**? *

Milk glass

11. A tree that grows **apples** is called an **apple tree**. What do we call a tree that grows **donuts**? *

Donut tree

12. Some people wear rings on their **ears**, they are called **earrings**. Some people wear rings on their **nose**, what should we call that? *

Noserings

13. Many people wear laces on their **neck** called a **necklace**. Some people wear laces on their **foot**, what should we call that? *

Shoelace

14. The metal shoes that are put on **horses** are called **horseshoes**. If we put metal shoes on **pigs**, what do we call them? *

Hogshoes

15. Early in the morning, we can see the **sun rising**. This is called a **sunrise**. At night, we might also see the **moon rising**. What could we call this? *

Moon rise

16. Some buildings are built very **high**, and we call them **high-rise buildings**. Some buildings are built very **low**, what do we call that? *

Low building

17. There is a kind of train that runs **under the ground**. We call that an **underground train**. There is another kind of train that **runs over the ground**. What do we call that? *

Overground train

18. **Basketball** is a game where you throw a **ball through a basket**. Tim made up a new game where he throws a **ball into a bucket**. What should he call the game? *

Bucket ball

19. A **box** used to store mail is called a **mailbox**. Some people use a **tray** to store mail. What should we call that? *

Mail tray

Items 20–25 ask you to give new word forms

Item 20-25 meminta Anda untuk memberikan bentuk kata baru

20. Look at John. John is **stotting**. Yesterday he did this. What did he do yesterday? Yesterday, he _____ *

Stotting

21. This animal is called a **wug**. There are four of them. There are four _____ *

21. Wug

22. This is a musical instrument called a **hux**. Now we have three of them. We have three

_____ *

22. huxes

23. Joe knows how to **fleamp**. He is **fleamping** something. He did the same thing yesterday. What did he do yesterday? Yesterday he _____ *

23. Fleamped

24. This is a **krest**; it's used on letters. This letter has been **krested**. The postman is _____ the letters *

24. Kresting

25. Sometimes the **raindrops** fall from the sky and we call that **raining**. Very rarely, **frogs** fall from the sky, we call that _____ *

25. Rain frogs

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Appendix 5

Students' answer of test

UIN SUSKA RIAU

MORPHOLOGICAL AWARENESS TEST

Instructions:

1. Write down your name and class on the appropriate place.
2. This test is used for a research purpose only.
3. The time given is 60 minutes.

Instruksi:

1. Tuliskan nama dan kelas Anda di tempat yang sesuai.
2. Tes ini digunakan untuk tujuan penelitian saja.
3. Waktu yang diberikan adalah 60 menit.

Email *

rizanirara@gmail.com

Nama *

raudhatul fatihah

Kelas *

- ☐ X IPA RISET 1
- ☐ X IPA RISET 2
- ☐ X IPA OLIMPIADE
- ☒ X IPA ROBOTIK
- ☐ X IPA TI

Usia *

- ☐ 13
- ☐ 14
- ☐ 15
- ☒ 16
- ☐ 17

Jenis Kelamin *

- ☐ Laki - Laki
- ☒ Perempuan

MORPHOLOGICAL AWARENESS TEST

PART I - Morpheme Identification Test**Direction :**

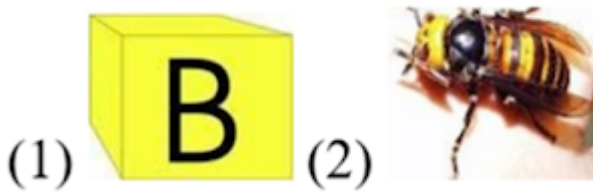
There is one example item and five test items. All the items have two pictures. Look at the pictures and then answer the question by choosing the correct picture containing the meaning of the target word

Dalam tes ini, ada satu soal sebagai contoh dan lima lainnya sebagai soal untuk kamu kerjakan. Pada setiap soal, kamu akan menemukan dua gambar. Lihatlah masing-masing gambar tersebut dan cobalah cari artinya dan jawablah pertanyaan yang diberikan dengan cara memilih gambar yang paling tepat mengandung arti dari kata yang ditanyakan.

Example : There are two pictures for the example item, which means “the letter T” and a “teacup,” respectively.



Question Number 1



1. Which contains the meaning of the “bee” in “beehive”? *

- ☐ 1
- ☒ 2

Question Number 2



2. Which contains the meaning of the “eye” in “eyebrow”? *

☒ 1

☐ 2

Question Number 3



3. Which contains the meaning of the “son” in “grandson”? *

☒ 1

☐ 2

Question Number 4



4. Which contains the meaning of the “right” in “right hand side”? *

☐ 1

☒ 2

Question Number 5



(1)



(2)

5. Which contains the meaning of the “sea” in “seahorse”? *

☐ 1

☒ 2

MORPHOLOGICAL AWARENESS TEST

PART II - The Structural Morphological Awareness Test

Direction :

There are some objects which can be seen in our daily life, and there are also some which we have not seen before but might be possible. I want you to try to come up with names for those objects based on the names of daily objects given.

Ada obyek-obyek yang bisa kita lihat secara langsung dalam kehidupan kita sehari-hari, dan ada pula obyek-obyek lain yang kadang jarang kita lihat. Dalam tes berikut, berikanlah nama untuk obyek-obyek dimaksud berdasarkan ilustrasi yang diberikan.

Examples

A. There's a paper that is **white** in color, we call that **white paper**. There's a paper that is **red** in color, what do we call it?

The Answer is **red paper**

B. There's a pair of socks that is red in color, we call them red socks. There are socks that are blue in color, what do we call them?

The Answer is **Blue socks**

A. Ada pena yang berwarna biru, kita menyebutnya dalam Bahasa Inggris, **blue ballpoint pen**.

B. Ada pena yang berwarna merah, kita menyebutnya, **red ballpoint pen**.

6. There's a flower that is **big and red**, we call that **big red flower**. Now there's a flower that is **big and purple**, what do we call it? *

big purple flower

7. We call a cat that is **white and big** a **big white cat**. What do we call a cat that is **black and big**? *

a big black cat

8. There's an animal that lives in the **sea** and **looks like a star**. It's called a **seastar**. There's an animal which lives in the **sea** and **looks like a horse**. What do we call it? *

seahorse

9. A cup that is used to hold **coffee** is called a **coffee cup**. What do we call a cup that is used to hold **tea**? *

a tea cup

10. A glass that is used to hold **wine** is called a **wine glass**. What do we call a glass that is used to hold **milk**? *

milk glass

11. A tree that grows **apples** is called an **apple tree**. What do we call a tree that grows **donuts**? *

donut tree

12. Some people wear rings on their **ears**, they are called **earrings**. Some people wear rings on their **nose**, what should we call that? *

nosering

13. Many people wear laces on their **neck** called a **necklace**. Some people wear laces on their **foot**, what should we call that? *

footlace

14. The metal shoes that are put on **horses** are called **horseshoes**. If we put metal shoes on **pigs**, what do we call them? *

pigshoes

15. Early in the morning, we can see the **sun rising**. This is called a **sunrise**. At night, we might also see the **moon rising**. What could we call this? *

moonrise

16. Some buildings are built very **high**, and we call them **high-rise buildings**. Some buildings are built very **low**, what do we call that? *

low-rise building

17. There is a kind of train that runs **under the ground**. We call that an **underground train**. There is another kind of train that **runs over the ground**. What do we call that? *

overground train

18. **Basketball** is a game where you throw a **ball through a basket**. Tim made up a new game where he throws a **ball into a bucket**. What should he call the game? *

bucketball

19. A **box** used to store mail is called a **mailbox**. Some people use a **tray** to store mail. What should we call that? *

mailtray

Items 20–25 ask you to give new word forms

Item 20-25 meminta Anda untuk memberikan bentuk kata baru

20. Look at John. John is **stotting**. Yesterday he did this. What did he do yesterday? Yesterday, he _____ *

stotted

21. This animal is called a **wug**. There are four of them. There are four _____ *

wugs

22. This is a musical instrument called a **hux**. Now we have three of them. We have three _____ *

huxs

23. Joe knows how to **fleamp**. He is **fleamping** something. He did the same thing yesterday. What did he do yesterday? Yesterday he ____ *

fleamped

24. This is a **krest**; it's used on letters. This letter has been **krested**. The postman is ____ the letters *

kresting

25. Sometimes the **raindrops** fall from the sky and we call that **raining**. Very rarely, **frogs** fall from the sky, we call that ____ *

frogging

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MORPHOLOGICAL AWARENESS IN READING COMPREHENSION TEST

Write down your name and class on the appropriate place.

Email *

reyronaaeldhiyaa@gmail.com

Nama *

El Dhiyaa' Reyronaa Sallamalbusyra

Kelas *

- ☐ X IPA RISET 1
- ☒ X IPA RISET 2
- ☐ X IPA OLIMPIADE
- ☐ X IPA ROBOTIK
- ☐ X IPA TI

Usia *

- ☐ 13
- ☐ 14
- ☐ 15
- ☒ 16
- ☐ 17

Jenis Kelamin *

- ☐ Laki - Laki
- ☒ Perempuan

Bagian Tanpa Judul

Instructions:

- 1. This test is used for a research purpose only.** (*Tes digunakan untuk tujuan penelitian saja*)
- 2. Analyze the words by separating the word into some morphemes based on the descriptive text below and then fill in the list of words include morphemes.** (*Analisis kata dengan memisahkan kata tersebut menjadi beberapa morfem berdasarkan deskriptif di bawah ini kemudian isi daftar kata termasuk morfem*)

- A. Prefix is an affix which is placed before the stem of a word (*Prefix adalah imbuhan yang ditempatkan sebelum kata dasar*)

For Example :

They do an incorect thing in their school.
incorect = prefix (In-)

- B. Suffix is a letter or group of letters added at the end of a word which makes a new word. (*suffix adalah huruf atau kumpulan huruf yang ditambahkan di akhir kata untuk membentuk kata baru.*)

For Example :

This can be avoidable if he is careful in driving.
Avoidable = suffix (- able)

- 3. The time given is 40 minutes**
- 4. Thank you so much for your participation**

Direction :

Read the text and analyse the words based on your own answer!

Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing wonderfully on the banks of River Yamuna, the Taj Mahal is identical to love and romance. Taj Mahal was constructed by Mughal King Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

The finest architectural and artistic achievement is represented by Taj Mahal. The mausoleum was constructed of pure white marble. The white marble is decorated with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the complex designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

The shades of magnificent beauty at different time during the day is showed by Taj Mahal. At dawn when the first light of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the the Seven Wonders of the World.

PREFIXES *

Beloved, derived, including, becomes

SUFFIXES *

Actually, standing, wonderfully, banks, identical, constructed, beloved, derived, means, palaces, finest, architectural, artistic, represented, decorated, stones, including, designs, reaches, surrounded, smaller, domes, meters, slender, towers, minarets, corners, adorned, minarets, carvings, remains, shades, showed, radiates, hits, heavenly, milky, pinkys, rays, glistening, simply, breathtaking, becomes, wonders, looks, octagonal, chamber

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Appendix 6

Instruments of the research

UIN SUSKA RIAU



MORPHOLOGICAL AWARENESS TEST

Instructions:

1. Write down your name and class on the appropriate place.

2. This test is used for a research purpose only.

3. The time given is 60 minutes.

PART I Morpheme Identification Test

Direction:

Instruction There is one example item and five test items. All the items have two pictures. Look at the pictures and then answer the question by choosing the correct picture containing the meaning of the target word

Example:

There are two pictures for the example item, which means “the letter T” and a “teacup,” respectively.



Which contains the meaning of the “tea” in “tealeaf”?

From the pictures, you can choose number (2) as something meaning ‘tea’ in ‘tealeaf’.

Test items

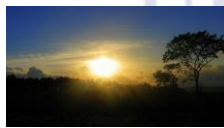
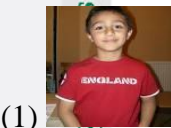
Choose the correct picture for the sentence below.



Which contains the meaning of the “bee” in “beehive”?



Which contains the meaning of the “eye” in “eyebrow”?



Which contains the meaning of the “son” in “grandson”?





Which contains the meaning of the “right” in “right hand side”?



(2)



Which contains the meaning of the “sea” in “seahorse”?

PART II - The Structural Morphological Awareness Test

Direction:

There are some objects which can be seen in our daily life, and there are also some which we have not seen before but might be possible. I want you to try to come up with names for those objects based on the names of daily objects given.

EXAMPLE :

- A. There's a paper that is **white** in color, we call that **white paper**.
There's a paper that is **red** in color, what do we call it? (**red paper**)
- B. There's a pair of socks that is **red** in color, we call them **red socks**. There are socks that are **blue** in color, what do we call them? (**Blue socks**)

Test items

6. There's a flower that is **big and red**, we call that **big red flower**. Now there's a flower that is **big and purple**, what do we call it?
7. We call a cat that is **white and big** a **big white cat**. What do we call a cat that is **black and big**?
8. There's an animal that lives in the **sea** and **looks like a star**. It's called a **seastar**.
There's an animal which lives in the **sea** and **looks like a horse**. What do we call it?
9. A cup that is used to hold **coffee** is called a **coffee cup**. What do we call a cup that is used to hold **tea**?
10. A glass that is used to hold **wine** is called a **wine glass**. What do we call a glass that is used to hold **milk**?
11. A tree that grows **apples** is called an **apple tree**. What do we call a tree that grows **donuts**?
12. Some people wear rings on their **ears**, they are called **earrings**. Some people wear rings on their **nose**, what should we call that?
13. Many people wear laces on their **neck** called a **necklace**. Some people wear laces on their



foot, what should we call that?

4. The metal shoes that are put on **horses** are called **horseshoes**. If we put metal shoes on **pigs**, what do we call them? -
5. Early in the morning, we can see the **sun rising**. This is called a **sunrise**. At night, we might also see the **moon rising**. What could we call this?
6. Some buildings are built very **high**, and we call them **high-rise buildings**. Some buildings are built very **low**, what do we call that?
7. There is a kind of train that runs **under the ground**. We call that an **underground train**. There is another kind of train that **runs over the ground**. What do we call that?
18. **Basketball** is a game where you throw a **ball through a basket**. Tim made up a new game where he throws a **ball into a bucket**. What should he call the game?
19. A **box** used to store mail is called a **mailbox**. Some people use a **tray** to store mail. What should we call that?

Items 20–25 ask you to give new word forms.

20. Look at John. John is **stotting**. Yesterday he did this. What did he do yesterday? Yesterday, he _____
21. This animal is called a **wug**. There are four of them. There are four _____
22. This is a musical instrument called a **hux**. Now we have three of them. We have three _____
23. Joe knows how to **fleamp**. He is **fleamping** something. He did the same thing yesterday. What did he do yesterday? Yesterday he _____
24. This is a **krest**; it's used on letters. This letter has been **krested**. The postman is _____ the letters.
25. Sometimes the **raindrops** fall from the sky and we call that **raining**. Very rarely, **frogs** Fall from the sky, we call that _____

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Answer Key

PART I - Morpheme Identification Test

1. 1
1
1
2
2

PART II - The Structural Morphological Awareness Test

1. big purple flower
2. big black cat
3. Seahorse
4. Tea cup
5. Milk Glass
6. Donut Tree
7. Noserings
8. Footlace
9. Pigshoes
10. Moonrise
11. low-rise buildings
12. overground train
13. bucketball
14. mailtray
15. stotted
16. Wugs
17. Huxes
18. Fleamped
19. Kreseng
20. frogging

UIN SUSKA RIAU

1. Hak Cipta Dilindungi Undang-Undang
2. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



READING COMPREHENSION TEST

Instructions:

Instructions:

This test is used for a research purpose only. (*Tes digunakan untuk tujuan penelitian*)

Analyze the words by separating the word into some morphemes based on the descriptive text below and then fill in the list of words include morphemes. (*Analisis kata dengan memisahkan kata tersebut menjadi beberapa morfem berdasarkan deskriptif di bawah ini kemudian isi daftar kata termasuk morfem*)

Prefix is an affix which is placed before the stem of a word (*Prefix adalah imbuhan yang ditempatkan sebelum kata dasar*)

suffix is a letter or group of letters added at the end of a word which makes a new word. (*suffix adalah huruf atau kumpulan huruf yang ditambahkan di akhir kata untuk membentuk kata baru.*)

For Example :

They do an incorect thing in their school.
incorect = prefix (In-)

This can be avoidable if he is careful in driving.
Avoidable = suffix (- able)

The time given is 40 minutes
Thank you so much for your participation

Direction

Read the text and analyze the words based on your own answer

Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing wonderfully on the banks of River Yamuna, the Taj Mahal is identical to love and romance. Taj Mahal was constructed by Mughal King Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

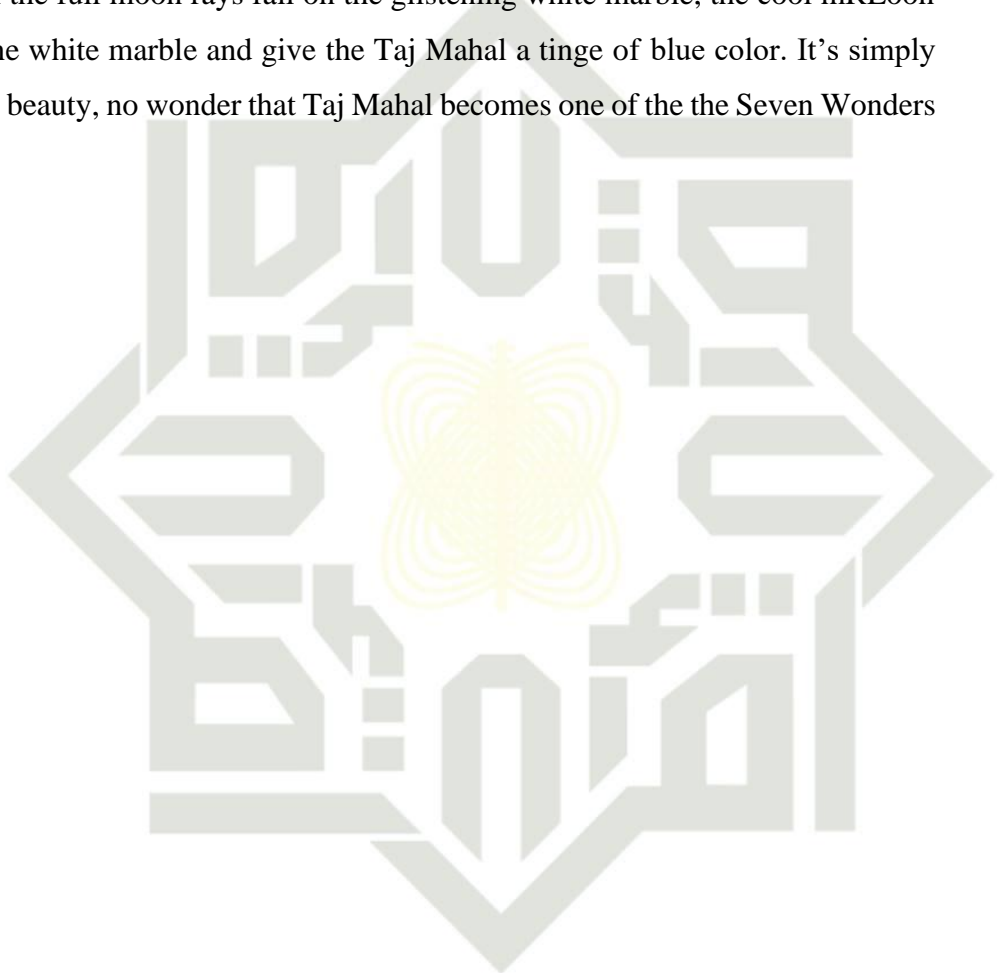
The finest architectural and artistic achievement is represented by Taj Mahal. The mausoleum was constructed of pure white marble. The white marble is decorated with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the complex

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

The shades of magnificent beauty at different time during the day is showed by Taj Mahal. At dawn when the first light of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the the Seven Wonders of the World.



2. Dilarang mengemukakan dan memperbanyak karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Answer Key

Prefixes	Suffixes
Beloved	➤ Actually
Represented	➤ Standing
Semi-precious,	➤ Wonderfully
Inside	➤ Banks
Semi-precious	➤ Identical
Becomes.	➤ Constructed
	➤ Beloved
	➤ Derived
	➤ Means
	➤ Palaces
	➤ Finest
	➤ Architectural
	➤ Artistic
	➤ Achievement
	➤ Represented
	➤ Constructed
	➤ Decorated
	➤ Stoned
	➤ including
	➤ designs
	➤ reaches
	➤ meters
	➤ surrounded
	➤ smaller
	➤ domes
	➤ towers
	➤ minarets
	➤ corners
	➤ octagonal
	➤ adorned
	➤ carvings
	➤ stones
	➤ remains
	➤ shades
	➤ showed
	➤ hits
	➤ radiates
	➤ heavenly
	➤ looks
	➤ milky

Hak Cipta Dilindungi Undang-Undang

Pref

Barang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau..

- rays
- glistening
- rays
- simply
- breath-taking
- Becomes
- wonders.

© Hak cipta milik UIN Suska Riau

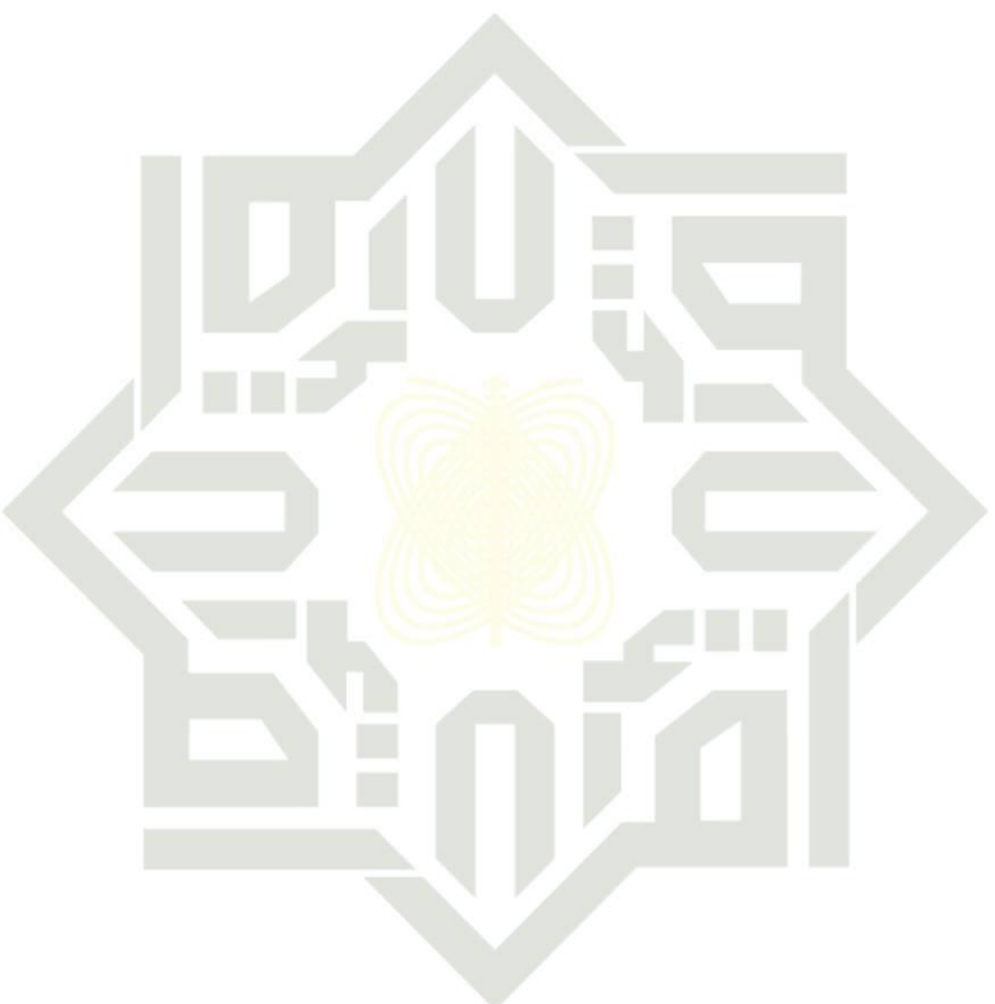
State Islamic University of Sultan Syarif Kasim

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



UIN SUSKA RIAU

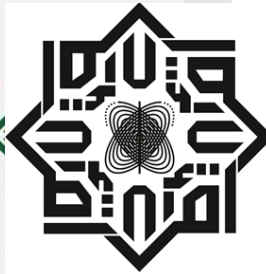
Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Appendix 7

Recommendation Letters

UIN SUSKA RIAU



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

: Un 04/F.II.4/PP.00.9/13269/2020

Pekanbaru, 12 November 2020

: Biasa

: -

: **Mohon Izin Melakukan PraRiset**

Kepada

Yth. Kepala Sekolah

MAN 1 Pekanbaru

di

Tempat

Assalamu 'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : AIMUL PRAYUDA
NIM : 11714100752
Semester/Tahun : VII (Tujuh)/ 2020
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan

Wakil Dekan III

Dr. Drs. Nursalim, M.Pd.

NIP. 19660410 199303 1 005

UIN S



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 1

Jalan : Bandeng No. 51 A Pekanbaru 28282
Telepon : (0761) 35521 Faximile : (0761) 35521
Website : www.man1pekanbaru.sch.id

Nomor : B- 058 /Ma.04.1/TL.00/11/2020
Perihal : Izin Prariset

16 Nopember 2020

Yth.
Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau
Di
Pekanbaru

Menindaklanjuti surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau Nomor : Un.04/F.II.4/PP.00.9/13269/2020 tanggal 12 Nopember 2020 perihal sebagaimana dipokok surat, bahwasanya mahasiswa yang namanya tersebut di bawah ini :

N a m a	: AIMUL PRAYUDA
NIM	: 11714100752
Semester / Tahun	: VII (Tujuh)/ 2020
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Telah selesai melaksanakan prariset guna mendapatkan data yang berhubungan dengan penelitiannya di lingkungan Madarasah Aliyah Negeri 1 Pekanbaru.

Demikian, terima kasih.



KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU

FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrandt No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

UIN SUSKA RIAU

Cita Dilindungi Undang-Undang

: Un.04/F.II/PP.00.9/14529/2020

Pekanbaru,16 Desember 2020 M

: Biasa

: 1 (Satu) Proposal

: **Mohon Izin Melakukan Riset**

Kepada

Yth. Kepala Kantor Kementrian Agama Kota Pekanbaru

Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: AIMUL PRAYUDA
NIM	: 11714100752
Semester/Tahun	: VII (Tujuh)/ 2020
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : AN ANALYSIS OF STUDENTS' MORPHOLOGICAL AWARENESS IN READING COMPREHENSION AT MAN 1 PEKANBARU

Lokasi Penelitian : MAN 1 PEKANBARU

Waktu Penelitian : 3 Bulan (16 Desember 2020 s.d 16 Maret 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

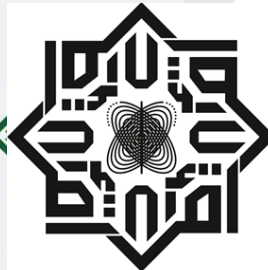
a.n. Rektor

Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP.19740704 199803 1 001

Tembusan :

Rektor UIN Suska Riau



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrandt No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Un 04/F.II/PP.00.9/14529/2020
Bisa
1 (Satu) Proposal
Mohon Izin Melakukan Riset

Pekanbaru, 16 Desember 2020 M

Kepada
Yth. Gubernur Riau
Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : AIMUL PRAYUDA
NIM : 11714100752
Semester/Tahun : VII (Tujuh)/ 2020
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : AN ANALYSIS OF STUDENTS' MORPHOLOGICAL AWARENESS IN READING COMPREHENSION AT MAN 1 PEKANBARU

Lokasi Penelitian : MAN 1 PEKANBARU

Waktu Penelitian : 3 Bulan (16 Desember 2020 s.d 16 Maret 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP.19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-Riset/37421
T E N T A N G

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



1.04.02.01

Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Rekomendasi Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 0044-PP.00.97/4529/2020 Tanggal 16 Desember 2020**, dengan ini memberikan rekomendasi kepada:

1. Nama : **AIMUL PRAYUDA**
2. NIM / KTP : **117141007520**
3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **PEKANBARU**
6. Judul Penelitian : **AN ANALYSIS OF STUDENTS MORPHOLOGICAL AWARENESS IN READING COMPREHENSION AT MAN 1 PEKANBARU**
7. Lokasi Penelitian : **MAN 1 PEKANBARU**

Dengan ketentuan sebagai berikut:

- Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
- Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.
- Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 21 Desember 2020



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

Tembusan :

Disampaikan Kepada Yth :

- Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- Walikota Pekanbaru
- Upt. Kaban Kesbangpol dan Linmas di Pekanbaru
- Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
- Yang Bersangkutan



PEMERINTAH KOTA PEKANBARU BADAN KESATUAN BANGSA DAN POLITIK

JL. ARIFIN AHMAD NO. 39 TELP. / FAX. (0761) 39399 PEKANBARU

SURAT KETERANGAN PENELITIAN

Nomor : 071/BKBP-SKP/2020/2740



- a. Dasar : 1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.
- b. Menimbang : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPSTP/NON IZIN-RISET/37421 tanggal 21 Desember 2020, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

MEMBERITAHUKAN BAHWA :

1. Nama : AIMUL PRAYUDA
2. NIM : 117141007520
3. Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
4. Jurusan : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S1
6. Alamat : JL. DATUK KABU NO. 27 KEL DENAI KEC. MEDAN DENAI-KOTA MEDAN-SUAMTERA UTARA
7. Judul Penelitian : AN ANALYSIS OF STUDENTS' MORPHOLOGICAL AWARENESS IN READING COMPREHENSION AT MAN I PEKANBARU
8. Lokasi Penelitian : KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 1 (satu) tahun terhitung mulai tanggal Surat Keterangan Penelitian ini dibuat.
3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 22 Desember 2020

a.n. Kepala Badan Kesatuan Bangsa dan Politik
Kota Pekanbaru
Kabid Politik dan Hubungan Antar Lembaga

HJ. KASNAWATI, K. SH

Penata Tingkat I

N.P. 19630925 199602 2 001

Tembusan

- Yth : 1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
2. Yang Bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Jalan. Arifin Achmad Simpang Rambutan Nomor.1. Pekanbaru 28294

Telp. 0761 66513, 66504, 61802 Faximile 66513

Email: tu.pekanbaru@yahoo.co.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : B- 4294 /Kk.04.5/TL.00//12/2020
Sifat : ---
Lampiran : -
Perihal : **Rekomendasi Penelitian**

28 Desember 2020 M
13 JumadilAwal 1442 H

Yth. Kepala MAN 1 Pekanbaru

Dengan hormat,

Memperhatikan maksud Surat Fakultas Tarbiyah dan Keguruan UIN Suska Riau Pekanbaru No: Un.04/F.II/PP.00.9/14529/2020, Tanggal 16 Desember 2020, dan Surat Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru No: 071/BKBP-SKP/2020/2740, Tanggal 22 Desember 2020, Perihal seperti Pokok Surat, akan datang menghadap saudara:

Nama : AIMUL PRAYUDA
NIM : 11714100752
Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
Jurusan : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : JL. DATUK KABU NO.27 KEL. DENAI KEC. MEDAN DENAI-KOTA
MEDAN-SUMATERA UTARA

Bermaksud melakukan penelitian di Madrasah yang saudara pimpin, guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul:

" AN ANALYSIS OF STUDENTS' MORPHOLOGICAL AWARENESS IN READING COMPREHENSION AT MAN 1 PEKANBARU "

Untuk maksud tersebut kiranya saudara dapat memberikan bantuan/informasi yang diperlukan sepanjang yang bersangkutan dapat mematuhi ketentuan/peraturan yang berlaku semata-mata untuk kepentingan ilmiah.

Demikian surat izin riset/penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya, atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.



Kepala

Edwar S. Umar

Tembusan:

1. Ka. Kanwil Kementerian Agama Propinsi Riau
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru.
3. Yang bersangkutan.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 1**

Jalan : Bandeng No. 51 A Pekanbaru 28282
Telepon : (0761) 35521 Faximile : (0761) 35521
Website : www.man1pekanbaru.sch.id

SURAT KETERANGAN RISET

Nomor : B-068 /Ma.04.1/TL.00/02/2021

Kepala Madrasah Aliyah Negeri 1 Pekanbaru dengan ini menerangkan bahwa :

Nama : AIMUL PRAYUDA
NIM : 11714100752
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau
Program / Jurusan : S-1/ Pendidikan Bahasa Inggris
A l a m a t : Jalan Datuk Kabu No.27 Kel. Denai Keca. Medan Denai-Kota
Medan Sumatera Utara

Telah selesai melaksanakan penelitian/ riset di lingkungan Madrasah Aliyah Negeri 1 Pekanbaru dengan judul :

" AN ANALYSIS OF STUDENTS MORPHOLOGICAL AWARENESS IN READING COMPREHENSION AT MAN 1 PEKANBARU"

Sesuai dengan maksud surat dari Kementerian Agama Kota Pekanbaru, Nomor : B-4296/Kk.04.5/TL.00/12/2020, tanggal 28 Desember 2020.

Demikian surat keterangan riset ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 02 Februari 2021
Kepala,



Tembusan :

1. Kepala Kantor Kementerian Agama Kota Pekanbaru di Pekanbaru
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

LAMPIRAN BERITA ACARA UJIAN PROPOSAL

: Aimul Prayuda
: 11714100752
: Kamis, 15 Oktober 2020
: An Analysis of Students' Morphological Awareness in Reading Comprehension at MAN 1 Pekanbaru

URAIAN PERBAIKAN

Specify The Limitation of Problem

Explain the students' Morphological Awareness in Reading Comprehension in a background

In identification of problem, still there is no talk about reading comprehension

Revise the operational concept based on theory

Revise the test given to the students

Penguji I

Roswati, S.Pd.I, M.Pd

Pekanbaru, 15 Oktober 2020

Penguji II

Nurdiana, S.Pd.I, M.Pd.

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : AIMUL PRAYUDA
Nomor Induk Mahasiswa : 11714100752
Hari/Tanggal Ujian : Kamis, 15 Oktober 2020
Judul Proposal Ujian : An Analysis of Students' Morphological Awareness in Reading Comprehension at MAN 1 Pekanbaru
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Roswati, S.Pd.I, M.Pd.	PENGUJI I		
2.	Nurdiana, S.Pd.I, M.Pd.	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag.
NIP. 196609241995031002

Pekanbaru, 22 Oktober 2020
Peserta Ujian Proposal

Aimul Prayuda
NIM. 11714100752

- a. Pengumpulan hanya untuk keperluan penulisan, penelaah, penulisan karya ilmiah, penyusunan laporan, penulisan atau ujian atau suatu masalah.
- b. Pengumpulan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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FACULTY OF EDUCATION AND TEACHER TRAINING
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Fax (0761) 561647 Web www.ftk.uinsuska.ac.id E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/304/2020
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi*

Pekanbaru, 09 Januari 2020

Kepada
Yth. Cut Raudhatul Miski, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

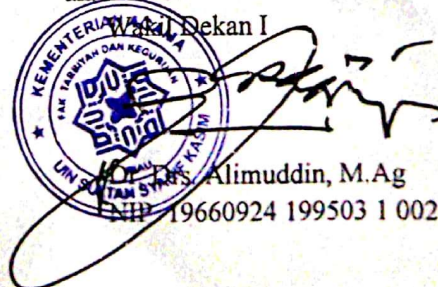
Assalamu 'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : AIMUL PRAYUDA
NIM : 11714100752
Jurusan : Pendidikan Bahasa Inggris
Judul : The Correlation Between Students' Morphological Awareness and Their Reading Comprehension at MAN 1 Pekanbaru
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an, Dekan

Wakil Dekan I

Alimuddin, M.Ag
NIP. 19660924 199503 1 002

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

LEMBAR DISPOSISI

INDEKS BERKAS

KODE : 004

HAL : Pengajuan Sinopsis

TANGGAL : 06/01 2020

ASAL : Aimul Prayuda

TANGGAL PENYELESAIAN:

SIFAT:

- INFORMASI

Pembimbing

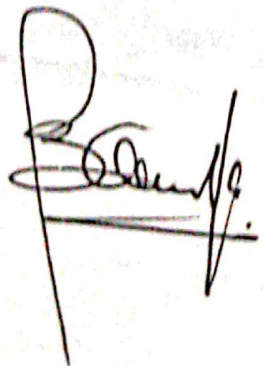
Cut Raudhatul Husni, M.Pd.

DITERUSKAN KEPADA:

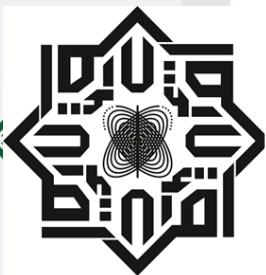
1. KAJUR PBI AP

2.

4.

 6/20

- *) 1. Kepada bawahan "Instruksi" atau "Informasi"
2. Kepada atasan "Informasi" coret "Instruksi"



UIN SUSKA RIAU

Cita Diilindungi Undang-Undang

Hak cipta milik UIN Suska Riau

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un 04/F.II.4/PP.00.9/11914/2020

Pekanbaru, 26 Oktober 2020

: Biasa

: **Pembimbing Skripsi (Perpanjangan)**

Kepada

Yth. Cut Raudhatul Miski, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : AIMUL PRAYUDA

NIM : 11714100752

Jurusan : Pendidikan Bahasa Inggris

Judul : An Analysis of Students' Morphological Awareness In Reading
Comprehension at MAN 1 Pekanbaru

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Anda dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m

an. Dekan

Wakil Dekan I

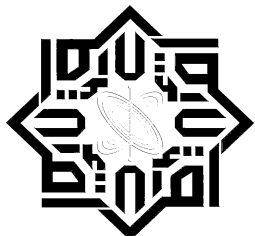


Dr. Drs. Alimuddin, M.Ag.

NIP. 19660924 199503 1 002

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



UIN SUSKA RIAU

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

Jenis yang dibimbing : Skripsi
Seminar usul Penelitian :
Penulisan Laporan Penelitian :
Nama Pembimbing : Cut Raudhatul Miski, S.Pd., M.Pd.
a. Nomor Induk Pegawai (NIP) : 197901092009012011
Nama Mahasiswa : Aimul Prayuda
b. Nomor Induk Mahasiswa : 11714100752
Kegiatan : Bimbingan Skripsi

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
13 Desember 2020	Instrument.		
2 15 Januari 2021	Revising Chapter III, Validity and Reability.		
3 Februari 2021	Revising Chapter IV.		
4 10 Februari 2021	Revising Chapter IV and Chapter V.		
5 27 Februari 2021	Revising Grammar, Punctuation, and Conjunction, Checking Appendices.		
6 2 Maret 2021	Approved for Munaqasyah Examination.		

Pekanbaru, 2 Maret 2021
Pembimbing,

Cut Raudhatul Miski, S.Pd., M.Pd.
NIP. 197901092009012011

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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Appendix 8

Documentations

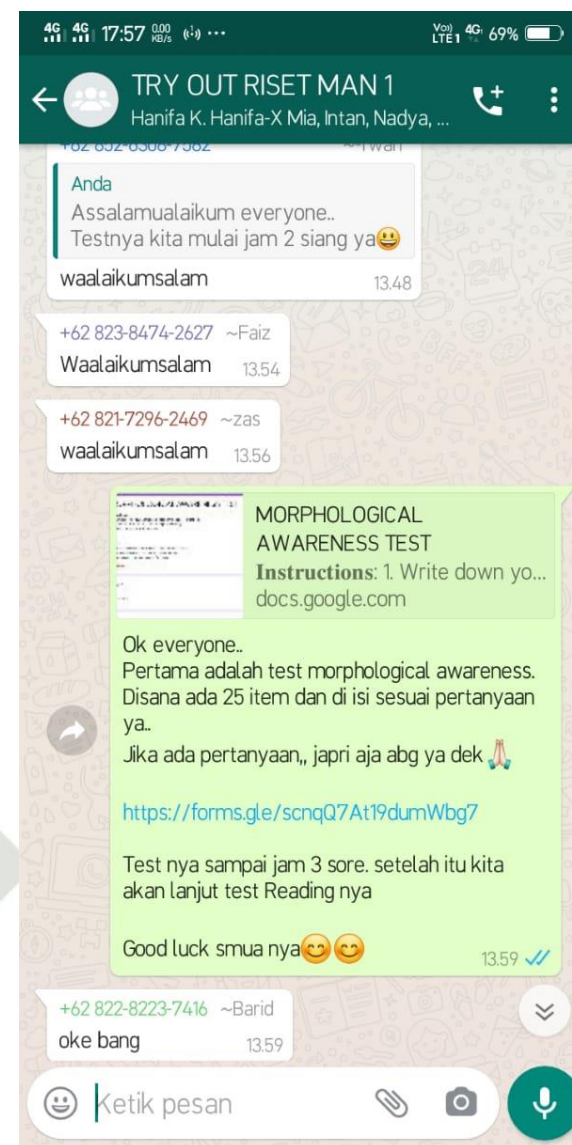
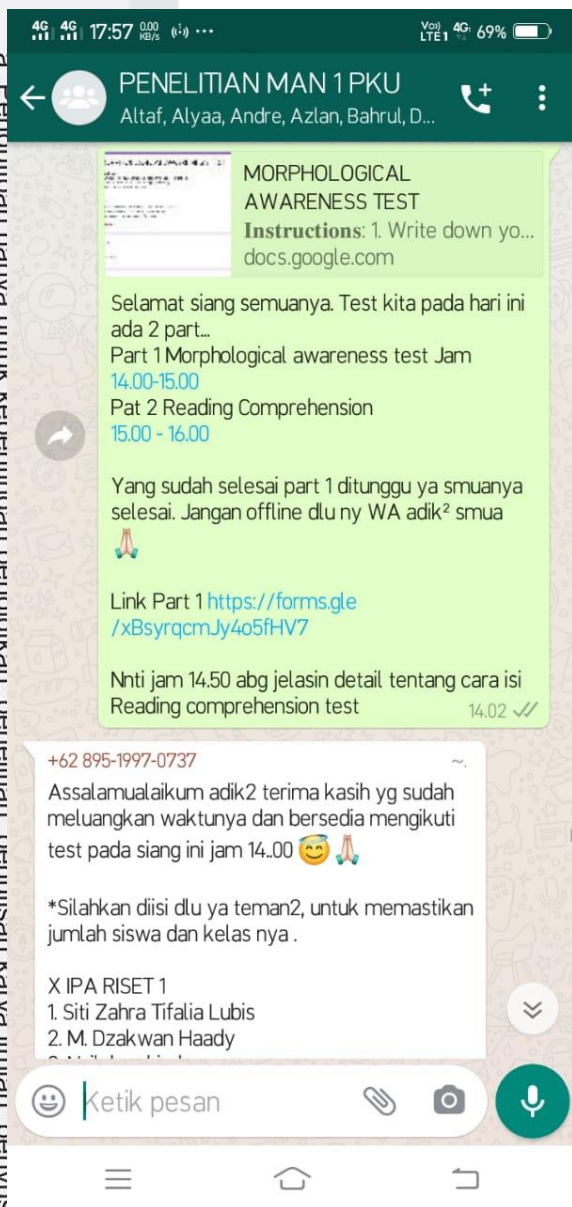
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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

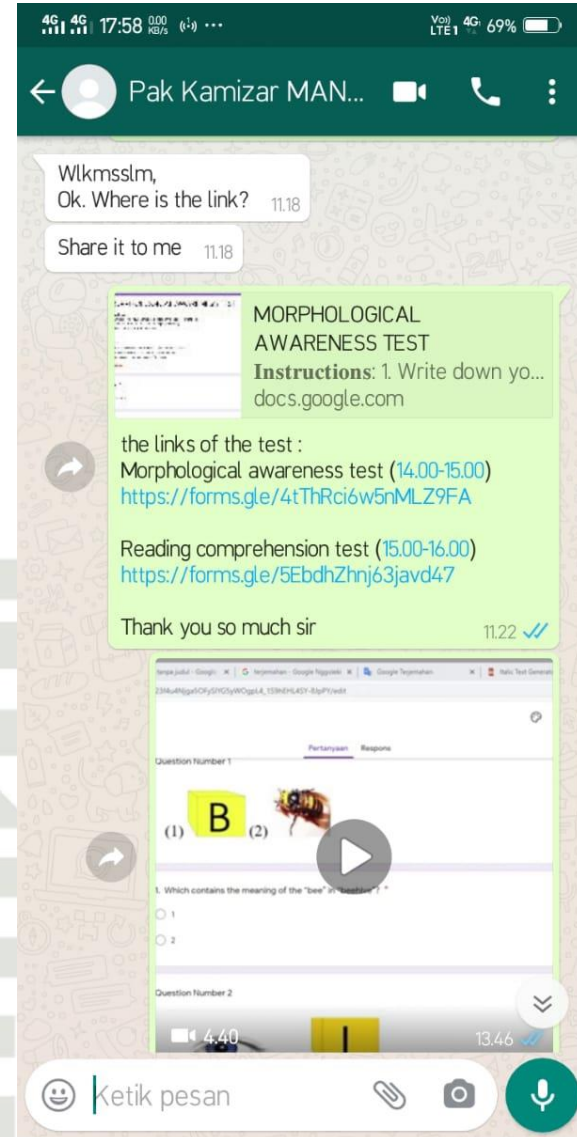
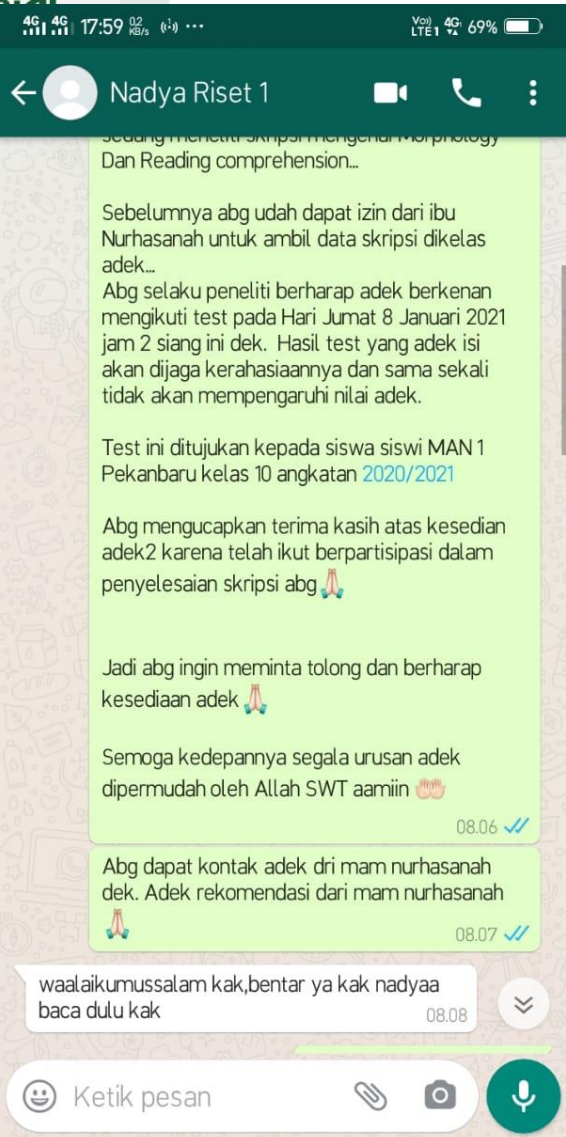




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graduated from MAN 3 Medan in 2017.

In 2017, He was accepted to become one of the students in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July 2020, He was doing KKN (Kuliah Kerja Nyata) program in Pekanbaru. Then, He was doing field teacher practice (PPL) program at MAN 2 MODEL MEDAN, on October until December 2020. To fulfil requirements for undergraduate Degree in English Education, he conducted the research on December 2020 – March 2021 by the thesis entitled "An Analysis of Students' Morphological Awareness in Reading Comprehension at MAN 1 Pekanbaru".

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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